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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: France gets a new government and Prime Minister as the Socialist Party defeats the Conservative Party, widow of Malcolm X in critical condition after sustaining injuries in fire, Oklahoma City bombing case jury finds Timothy McVeigh guilty on all 11 counts, evacuations in Sierra Leone, Ireland peace talks resume, worldwide demonstrations mark the eighth anniversary of China's crackdown in Tiananmen Square, and international observers monitor parliamentary elections in Algeria (June 2-6); election results for the Republic of Ireland, Algerian election marred by controversy, Mideast peace talks revived, U.S. President Clinton proposes 5-year ban on human cloning, violence in the Republic of Congo (formerly Zaire), South Korea sends food to North Korea, Dow Jones breaks record high, computer software companies Microsoft and Netscape team up to offer a security program to protect personal privacy on the Internet, and President Clinton signs the Disaster Relief Bill (June 9-13); Timothy McVeigh receives death sentence in Oklahoma City bombing case, 25th anniversary of burglary of Democratic Party headquarters at Watergate, Britain suspends talks with Sinn Fein, European Union leaders meet in Amsterdam, law banning sexual discrimination by schools receiving federal funds is 25 years old, Saudi bombing suspect in custody, pause in Republic of Congo hostilities, Cambodian leader Pol Pot surrenders, Central Intelligence Agency (CIA) terrorism suspect is captured, and Russia joins "G-7" to create the Summit of Eight in Denver (CO) (June 16- 20); tobacco companies and attorneys-general of several states hammer out a landmark agreement, Earth Summit opens in New York, Wall Street stock drop, Britain and China agree to early army presence in Hong Kong, U.S. Air Force releases report debunking speculation that aliens crash landed in Roswell (NM) 50 years ago, Ukraine blames former USSR for Chernobyl disaster, a collision causes the latest problem to challenge the MIR space station crew, and Internet users differ

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over Supreme Court ruling on free speech rights in cyberspace (June 23-27); and the British handover of Hong Kong to the People's Republic of China (June 30). (SWC)

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Louis C. Pugliese

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University of Virginia	Virginia	804-924-0615
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PA Learning onLine	Pennsylvania	717-533-3548
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WCNY	New York	315-453-2424
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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Monday, June 2, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Socialist Party defeats the Conservatives and France gets a new government and P.M.	3:30	4:30
HEADLINES	MCVEIGH JURY DELIBERATES; BOLIVIA ELECTION RESULTS IN QUESTION; EVACUATIONS FROM SIERRA LEONE; MALCOLM X WIDOW IN CRITICAL CONDITION	1:30	6:00
ENVIRONMENT DESK	How much is too much education about issues concerning the environment?	2:40	8:40
LOOK AHEAD	NEWSROOM/WorldView -- all summer long!	:50	9:30
ON THE MAP	Facts about Ireland...	1:00	10:30
AROUND THE WORLD	Ireland will commemorate the 1847 famine that decimated its population.	2:55	13:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:15	15:40
TOP OF THE WORLD	Overpopulation is threatening the forests of the Ivory Coast.	4:25	20:05
INFORMATION: WORLD HEALTH	World health experts are concerned over the rise in global tobacco smoking.	2:50	22:55
TAKING CARE OF BUSINESS	Pessimism about Thailand's economy has led to a devaluation of its currency.	2:35	25:30
INSIDE MIDEAST	Lebanon is experiencing an unusual controversy involving an unusual man.	3:35	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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ANCHOR DESK — June 2, 1997 (2)

* ATTENTION TEACHERS: All of this week's DESKs, including today's ENVIRONMENT DESK, can be found at the end of the GUIDE for Friday, May 23.

TOP STORY: FRANCE ELECTIONS

1. What party in France has won the right to form the country's new government? Why do the Socialists need a "working majority"? Working in small groups, have students research France's political system and how it works.
   a. Groups will want to consider the function of the president and prime minister, as well as the multiparty system and the president's power to call elections.

b. Have groups combine their information and create a resource on the French Political System, to be kept in the classroom as a reference.

2. If needed, replay the video segment and ask students to describe the campaign tactics used by the winning party. Then have the students compare these "negative campaign" tactics with those used in other recent elections (Britain, U.S.) and discuss whether or not these tactics were successful and to what degree. Which issues seem to be the most inflammatory? What issue(s) did the elections have in common?

AROUND THE WORLD: IRELAND HOMECOMING

3. Why is the upcoming commemoration in Ireland referred to as a "homecoming"? Discuss the several factors contributing to the outcome of the Great Potato Famine and indicate on a map where the emigrating populations settled.

4. More than 1.5 million Irish emigrated to the U.S. during the period of the famine. Group students to find out where the Irish settled. Have each group create a "Pocket Guide" to one Irish-American community, including a brief history, settlement patterns and indicating its civic and cultural contribution to community life.

5. Ask: What factors typically drive mass numbers of peoples from their homelands? List these and then group students, assigning one of these factors to each group. Ask students to use reference and media resources to find similar events to the Potato Famine that lead to mass migration to the United States or to other regions in any period of history. Remind students to identify all the contributing factors. Have groups share their findings in front of the class and have each use a map to indicate the population movement. How many of these catalytic events involved the lack of sufficient food?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Jacques Chirac Lionel Jospin Alain Juppe Socialists Centre-Right Great Potato Famine blight diaspora Mary Robinson emigration

***** ** ** * June 2, 1997 (3)
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******** ** ** NEWSROOM WORLDVIEW

SACRED FORESTS: IVORY COAST--CONSERVATION OF NATURAL RESOURCES

1. What has been the relationship between traditional masks and the land in the Ivory Coast? What has changed and why? Discuss Hilaire Gome's plans for saving the forests and the reasons why the plan is not working. Then either in groups or individually have students:
   a. Gather population data for selected West African countries since 1950, including the Ivory Coast.
   b. Note any patterns and discuss the implications of this growth for the environment.
   c. Use the literacy rate as an indicator of educational development to make a connection between education and changes in traditional patterns of economics.
   d. Use what they have learned to suggest solutions to the ecological problems facing West Africa.

   Distribute art supplies and have each student to create a mask based on either their interpretation of the ancestors' reaction to current threats to the forests or to students' solutions.

INTERNET: http://www.middlebury.edu/~PS230/ivory_coast.html

WORLD HEALTH: WORLD HEALTH ORGANIZATION--SMOKING

2. WHILE VIEWING: Note reasons why the World Health Organization is concerned about worldwide smoking. AFTER VIEWING: What

changes have occurred in global smoking patterns? Describe the concerns raised and the solutions suggested. Then, have students use on-line and other resources to investigate the latest research on the health effects of cigarette smoking. Working in small groups, have students discuss the data and then create a brochure or a poster campaign illustrative of their findings. Share these in class and then arrange for the whole school to have access to students' products.

INTERNET: http://www.who.org

THAI ECONOMIC WOE: THAILAND--ECONOMIC DEVELOPMENT

3. What events have indicated a decline in the booming Thai economy? Instruct students to gather information about the changes that have taken place in the Thai economy over the past five years, focusing on the reasons for the economic boom in Thailand and why it has declined. Then, in small groups, challenge students to discover similar changes in business sectors in their own community and report to the class the reasons for, and the effects ("ripple" effects, too!) of, these changes.

INTERNET: http://www.cs.rochester.edu/u/edyamp/tecon.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

consecrated classified forest speculators property market

CNN NEWSROOM & WORLDVIEW — Turner Learning

Tuesday, June 3, 1997

NEWSROOM
SPECIAL EDITION
MCVEIGH TRIAL VERDICT

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:40	:40
TOP STORY	After a two-month trial, the jury in the Oklahoma bombing case has found defendant Timothy McVeigh guilty on all 11 counts.	9:25	10:05
VICTIM REACTIONS	Victims' families and survivors wait in Oklahoma City to hear the verdict from Denver.	2:40	12:45
REACTIONS ACROSS U.S.	From President Clinton to "John Q. Public" -- everyone had comments about the trial and the verdict.	1:15	14:00
WHAT'S NEXT?	The Penalty Phase of the hearing begins Wednesday; more witnesses will be called.	:30	14:30
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:30	16:00
TOP OF THE WORLD	Illegal immigrants from mainland China add to issues concerning the imminent Hong Kong handover.	3:40	19:40
POLITICAL FRONT	Britain's "New Labor" Plan was presented to Parliament amid the usual traditions.	3:05	22:45
CULTURE WATCH	South Korea's most famous dancer raises interest in a classical art form.	2:50	25:35
INSIDE EUROPE	Some people who knew Anne Frank are now sharing their memories.	3:05	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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ANCHOR DESK — June 3, 1997 (2)

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* NOTE: Due to the special CNN NEWSROOM coverage of the McVeigh trial verdict, the International Desk will be aired next Tuesday. Check the Friday, May 23, classroom guide. *
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TOP STORY: MCVEIGH GUILTY

1. How did the prosecution build its case against Timothy McVeigh? Cite specific evidence used in the trial and describe witnesses and their testimony. How did the defense try to dispute the case? What evidence seemed most damaging to the defense?
2. Why was this case tried in a federal court? Explain the

significance of counts 4 through 11, the deaths of 8 federal agents.

EXTENSION: Guide students to research and share other historic federal trials and their outcomes. What do these cases have in common? How is this case unique?

3. Big trials have been the norm in the media in recent years. How was the McVeigh trial different from other trials covered by the media? What circumstances might have accounted for the differences? Consider the crime, the jury, the judge, the lawyers, the process and the public's perception of the process.

EXTENSION: Challenge a small group of students to compare media coverage of the O.J. Simpson trial and the Timothy McVeigh trial. Ask them to find and compare newspaper and news magazine reports, as well as editorials, editorial cartoons, etc. Based on their research, have the group present a report on the impact of media coverage on a fair and speedy national trial.

VICTIM REACTIONS

4. Once more victims' families and survivors waited together -- at the trial, at "ground zero" and around Oklahoma City. Have students list the mix of emotions described and displayed throughout today's program. Do they agree that the trial and the verdict has been part of the "healing process"? Explain.

REACTIONS ACROSS U.S.

5. Describe the overwhelming response to the verdict. Guide students to write and implement their own "person on the street" survey to gather local reactions to the verdict in the McVeigh trial. Have students include questions about the "penalty phase" of the hearing as well. Does local response correspond to the national poll? (81% agree with the verdict; 3% disagree)

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

evidence verdict penalty phase hearings federal trial

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******** ** ** NEWSROOM WORLDVIEW

HONG KONG IMMIGRANTS: HONG KONG--EMIGRATION AND IMMIGRATION

1. Lead a class discussion to compare the economic and social conditions in China and Hong Kong. What conditions would most prompt mainland Chinese to smuggle their children into Hong Kong? Divide the class into groups and have each group use media resources to learn how China's poor live in both the cities and villages. Instruct each group to use this information to write a fictional story about the lives of Man Yin and Man Mang before they came to Hong Kong and what they fear about returning China. Finally, have each group discuss and formulate an appropriate policy for the Chinese government to use in settling the cases of these 100,000 children and share it in class.

INTERNET: http://www.pitt.edu/DOC/96/32/45772/hk.html

BRITAIN PARLIAMENT: BRITAIN--POLITICS

2. WHILE VIEWING: List the major program goals presented to Parliament this year. AFTER VIEWING: Divide the class into three groups to gather information as follows:
   a. GROUP 1: How the British Parliament works.
   b. GROUP 2: How the proceedings of the House of Commons are carried out.
   c. GROUP 3: The Conservative and Labor positions on the

legislation suggested by Mr. Blair.

Working together and, if possible, using a video of a session of Parliament as a guide, students should organize a mock Parliament in which they discuss some of Mr. Blair's proposals for Britain. Afterward, focus class discussion on how the parliament functions as a legislative body and on comparisons with other legislative systems. What are the pros and cons of a parliamentary system of legislation?

INTERNET: http://www.yahoo.com/text/Regional/Countries/United_Kingdom/Government/Politics

ANNE FRANK LAST LOVE: BIOGRAPHY--ANNE FRANK; JEWISH HOLOCAUST, (1933-1945)

3. Ask students to share what they know about Anne Frank. Then encourage them to read THE DIARY OF ANNE FRANK and/or use on-line and other resources to explain why she has remained an important reminder of the Holocaust. Challenge students to create a Holocaust-related bibliography of fiction and non-fiction and present a copy to the media center.

INTERNET: http://www.afet.org.uk/mail/mailord.htm
http://sln.fi.edu/tfi/hotlists/annefrank.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

snakeheads amnesty Black Rod New Labor Sinn Fein diarist

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Wednesday, June 4, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	McVeigh jury must now decide his fate in the "penalty phase" of the bombing trial.	5:45	6:45
HEADLINES	SIERRA LEONE EVACUATIONS...IRELAND PEACE TALKS RESUME...FRANCE INSTALLS NEW P.M.	1:00	7:45
AROUND THE WORLD	Canada's Liberal Party retains power in Monday's election but the battle had several casualties.	2:40	10:25
BUSINESS DESK	U.S. consumers, carefully watching their budgets, turn to CONSUMER REPORTS for information on the best buys.	3:00	13:25
LOOK AHEAD	Upcoming BUSINESS DESKs, summer schedule	:45	14:10
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	15:50
TOP OF THE WORLD	Some Chinese are still willing to speak out against their government's abuses.	4:55	20:45
TAKING CARE OF BUSINESS	Brazil is counting on a privatization plan to balance its trade deficit.	3:00	23:45
INSIDE EUROPE	One film at last month's Cannes Film Festival took a grim look at the Bosnian war.	2:40	26:25
DID YOU KNOW SPACE RACE	A Washington exhibit relives the 1975 Soyuz-Apollo space docking.	3:00	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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ANCHOR DESK June 4, 1997 (2)

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* ATTENTION TEACHERS: All of this week's DESKs, including today's BUSINESS DESK, can be found at the end of the NEWSROOM GUIDE for Friday, May 23.

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TOP STORY: MCVEIGH TRIAL

1. WHILE VIEWING: Focus students' attention on the steps and the amount of time taken in the penalty phase process. AFTER VIEWING: Discuss the penalty phase process. Who is allowed to give testimony? What purpose is such testimony intended to serve? What "tightrope" does the judge in the case walk?
2. Review the circumstances, outcomes and issues associated with Waco and Ruby Ridge. Then tell students that the defense will

explain McVeigh's views, including the following Thomas Jefferson quotation on McVeigh's T-shirt: "The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants." Divide the class into groups and have each group
a. search for the context in which those lines were written;
b. analyze and discuss the quotation in light of what students know about Thomas Jefferson and his views; and,
c. write a statement based on what the group members believe would be Jefferson's reaction to Timothy McVeigh's act.

Have the groups read aloud their statements then, as a class, discuss the groups' conclusions, particularly those regarding Thomas Jefferson.

3. What changes have occurred in the Supreme Court's position on capital punishment? CHALLENGE: Use media/other resources to create an annotated timeline that depicts and explains these changes. What relationship, if any, do these changes have with the correlating social/political climate?

AROUND THE WORLD: CANADA ELECTIONS

4. What issues greatly challenged the hegemony of Canada's Liberal Party? What other country's recent election had similar critical issues? Compare Canada's election issues and outcomes with those of France. Ask students: Given the tone of both elections, how likely are the winning parties to try deliver on their promises? Explain.
5. According to the video report, what "stake" did the U.S. have in Canada's election outcome? Challenge interested students to find out what "strong economic ties" the U.S. has with Quebec that could or would be threatened by a successful separatist movement and report these to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

capital punishment Waco Ruby Ridge sentencing phase
Organization of African Unity (OAU) Irish Republican Army (IRA)
Lionel Jospin Jean Chretien Preston Manning referendum

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******** ** ** NEWSROOM WORLDVIEW

June 4, 1997 (3)

CHINESE COURAGE: CHINA--POLITICS

1. What is Wei Jingsheng trying to accomplish and what has he endured in the process? Ask students to describe what they believe are "heroic" qualities and list these on the board.
   a. Have each student choose a person from any historical period whom he/she thinks best exemplifies a "hero."
   b. Have students focus their research on the characteristics of the person and the motivation behind his/her heroism and then present their profiles to the class.

   As a class, discuss the characteristics of a hero and the extent to which their motivations are similar and write a definition of a hero based on the conclusions reached. Then have students:
   a. Use their definition to evaluate the extent to which Wei Jingsheng fits the definition.
   b. Consider all of the heroes they have identified and build a montage in the shape of a pyramid with their definition of a hero at the bottom and their examples of heroes as building blocks.

   How did Wei Jingsheng compare with the greatest heroes in the history of the world?

INTERNET: http://www.christusrex.org/www1/sdc/sdchome.html
http://www.cityu.edu.hk/HumanRights/

RUSSIA US SPACE RACE: WASHINGTON, DC--EXHIBITIONS--SPACE FLIGHT

2. WHILE VIEWING: Note Tom Stafford's and Aleksei Leonov's feelings about the APOLLO-SOYUZ docking. AFTER VIEWING: Discuss the reasons why the astronauts felt the docking was significant. Then divide the class into two groups.
   a. GROUP 1: Use information from 1975 sources about the events of the APOLLO-SOYUZ docking and what was said at the time about the significance of this event for the future of the U.S.-Soviet relationship.
   b. GROUP 2: Search more recent news sources and commentaries to examine what is seen as the real effect of this docking on the development of the U.S.-Soviet relationship.

   Share/discuss these two perspectives and then draw conclusions drawn about the accuracy of the predictions made in 1975 and the true significance of this event. In the end, ask students to explain why the docking was more of either a scientific event or a political event.

INTERNET: http://www.lycos.com/cgi-bin/pursuit?query=soyuz%20apollo%20exhibit

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Tiananmen Square dissident Democracy Wall Movement Cannes

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

CNN NEWSROOM Classroom Guide

Thursday, June 5, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Yesterday's demonstrations around the world marked the eighth anniversary of China's crackdown in Tiananmen Square.	4:20	5:20
LOOK AHEAD	Starting June 23, look for "Hong Kong in Transition" on NEWSROOM WORLDVIEW.	:25	5:45
HEADLINES	HISTORIC ELECTIONS IN ALGERIA...PENALTY PHASE BEGINS IN MCVEIGH TRIAL...	1:00	6:45
SCIENCE DESK	Researchers are using science to develop products for the "perfect shave."	2:45	9:30
SUMMER'S COMING	...but CNN NEWSROOM/WORLDVIEW and the DAILY GUIDE will still be here!	:50	10:20
OUR WORLD	Kaycee High seniors are already making a difference in their small town.	4:20	14:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	17:10
TOP OF THE WORLD	The easing of U.N. trade sanctions has begun to bring more food into Baghdad.	2:55	20:05
INSIDE ASIA	Okinawans used an anniversary celebration to air some complaints.	2:45	22:50
BARBADOS HISTORY	Barbados' attractions offer tourists more than sandy beaches.	3:00	25:50
CULTURE WATCH	Pride is very important to those who keep alive the traditions of the French cavalry.	3:15	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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ANCHOR DESK — June 5, 1997 (2)

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Beijing? Why do many fear that this may have been Hong Kong's last Tiananmen commemoration?

3. The U.S. Constitution guarantees "the right of the people peaceably to assemble" (Amendment II). However, as we have seen in today's TOP STORY, not all governments view this as a right. Generate a class discussion about what "peaceable assembly" means, then divide students into groups. Have each group conduct research to determine other nations' positions on this issue. Where assembly is forbidden, what is the rationale or history behind this regulation? Has the regulation been effective in controlling dissidence? Reconvene groups and have them share their findings in class discussion.
4. How has China remained as the last communist power? Have student groups research the political system that has enabled China's brand of communism to outlast many others throughout the world. Have groups share their findings. Are there any "cracks" in this system or is it politically solid? Based on their information, direct students to write essays predicting the political future of Hong Kong: Will there be a Tiananmen commemoration in the streets of Hong Kong this time next year?

OUR WORLD: SMALL TOWN GRADUATES

5. How are Kaycee High School seniors different from seniors at many other schools? How are they similar? Do you think more is expected of the Kaycee seniors? Why/Why not?
6. Ask students: Do you think most of the high school students you know have a balanced sense of their responsibilities as well as of their rights? Are students actively pursuing community service or giving back to their communities and families in some way? After a brief discussion, challenge groups of students to find young adults who are committed to their responsibilities and interview them. Have each group write an article that promotes the person/persons as positive role models for all in the community. Edit and send the articles to your local newspaper for publication.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Beijing Hong Kong Wang Dan democracy transition self-reliance

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******** ** ** NEWSROOM WORLDVIEW

June 5, 1997 (3)

IRAQ: IRAQ--ECONOMIC CONDITIONS; IRAQ--SANCTIONS (INTERNATIONAL LAW)

1. BEFORE VIEWING: Discuss the events leading to the UN sanctions against Iraq. AFTER VIEWING: How have changes in the economic sanctions affected Iraq? Have students find information on the sanctions' effects on the daily lives of Iraq's people and government. Then have students use this information to hold a UN roundtable discussion of the future of the sanctions. Ask: Was it a mistake to impose them? Explain. Was it a mistake to allow Iraq to sell some oil to buy food and medicine? Explain. What should the UN do next about the sanctions? Have students share their recommendations for UN action and then send these to the UN Secretary-General for consideration.

INTERNET: http://www.workers.org/iraq/index.html

OKINAWA ANNIVERSARY: JAPAN--US--FOREIGN RELATIONS

2. Have students locate Okinawa on a map and suggest reasons why the U.S. would want to maintain such a large military presence there. Then group students and have each group conduct research into Okinawa, focusing especially on its population, economy and historical background. Have students use this information to organize mock discussions between the U.S. and

Japanese groups about the future of Okinawa. Have each group write a summary about what policies would be in the best interests of the future of Okinawa.

INTERNET: http://www.twics.com/~briank/voices.html

BARBADOS HISTORY: BARBADOS--TOURIST TRADE

3. WHILE VIEWING: Note all the tourist attractions Barbados has to offer. AFTER VIEWING: Divide the class into small groups and assign to each group one Caribbean island, including Barbados. Instruct each group to:
   a. Identify the island's tourist attractions.
   b. Create travel posters extolling their island's virtues.
   c. Use the posters as the focus of a presentation promoting their island as the best tourist island in the Caribbean.

   Have the groups make their presentations. Afterward, focus class discussion on the qualities presented about each island. What percent of each island's income is derived from the tourist industry? What percent of the residents are directly involved in the tourist trade? Discuss the importance of tourism and the competition in the tourism industry. Compared with other Caribbean islands, what advantages/disadvantages does Barbados have in increasing the volume of their tourism?

INTERNET: http://www.gocarib.com/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Resolution 986 rations infrastructure prefecture Bajans

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Friday, June 6, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	International observers are monitoring parliamentary elections in Algeria.	3:55	4:55
THIS WEEK	MCVEIGH TRIAL UPDATE...JOSPIN IS NEW FRENCH P.M...ELECTIONS IN IRELAND... VIGIL IN HONG KONG...	2:10	7:05
SPACE IS THE PLACE	CNN's John Holliman provides an update on the MIR repair mission.	1:15	8:20
FYI	Definition of calligraphy	:35	8:55
EDITOR'S DESK	Chinese calligraphy is rich in culture and tradition.	2:35	11:30
ON LINE	Check out the GUIDE at CNN.com/newsroom	:25	11:55
COMMUNI-CATION	Student scientists use computers to learn in the great outdoors.	3:15	15:10
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	17:10
TOP OF THE WORLD	Authorities have their hands full trying to stop the flow of drugs into Russia.	3:30	20:40
INSIDE MIDEAST	An airport has become an important symbol to those wanting Palestinian statehood.	3:30	24:10
TAKING CARE OF BUSINESS	Brazil's plan to sell a huge mining company has led to controversy.	2:40	26:50
CULTURE WATCH	South Korea has altered an opera classic to fit a turbulent time in its history.	2:55	29:45
CNN NEWSROOM WORLDVIEW CLOSE		:15	30:00

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ANCHOR DESK — June 6, 1997 (2)

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groups to conduct research to learn more about the present political system in Algeria and to identify the major political forces and players. Have groups share information in class discussion. Ask: What interests have been excluded from the political process? In your opinion, is it possible for Algeria to be a peaceful democratic state without enfranchisement of these interests? Discuss.

3. Group students. Have each group select any nation that was once a colony of a European nation. Direct each group to research the subject nation's history from its colonial period to the present, and profile the former colony's present political system. Have each group present its findings. Does the evidence suggest that former colonies have a difficult time establishing democratic forms of government? If so, ask students to speculate as to why this may be the case.

COMMUNICATION TRANSFORMATION: COMPUTERS IN THE GREAT OUTDOORS

4. Describe how David Tucker's science class is using technology to study the environment. How do the students exchange data? In what way does this experience provide students with opportunities to practice and develop different skills?

5. Generate a class discussion about the use of portable PCs in other subject areas. Ask: If each student had access to a notebook computer, how could learning be enhanced? Group students. Have each group draw up a list of possible uses for individual portable PCs in the learning process, both inside and outside school walls and then share their ideas. Discuss how the widespread use of this technology could change education forever: What might happen to conventional supplies, such as textbooks and notebooks? What might be some of the advantages of this new approach? Are there any potential drawbacks?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Algeria	Islam	multiparty democracy	international observers	
FIS	regime	insurgents	living standards	parliament
tributary	gauge	infrared	scientific process	turbidity

June 6, 1997 (3)

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******** ** ** NEWSROOM WORLDVIEW

RUSSIA DRUG WAR: RUSSIA--ECONOMIC CONDITIONS; RUSSIA--DRUG TRAFFIC

1. WHILE VIEWING: Have students list the reasons why Russia has become a focus of the worldwide drug trade. AFTER VIEWING: In groups, have students gather information about the typical patterns and volumes of the drug trade, from its major sources to its major end-user sales, for a variety of drugs. Identify major drug routes on world maps. Groups should focus on different time periods, such as the 1950s, 1970s and 1990s. When completed, compare groups' maps and the changes in the patterns of drug trafficking identified. Then lead a discussion on the changes that have taken place. The explanations developed should be tested against the reasons given in the video for the increased drug trade in Russia. To what extent is this a further development of a pattern that already exists? What then is the significance of the new drug trade in Russia?

INTERNET: http://www.spb.su//sppress/70/headache.html

PALESTINIAN AIRPORT: ISRAEL--POLITICS

2. Ask students to identify the factors that have caused this airport to be built. Have students search resources for data that will enable them to make a statistical, graphic or map

comparison of the situation in the West Bank today and 10 years ago. As a class, analyze the comparisons and ask students what conclusions would they draw about the changes that have occurred and the extent to which these changes have been positive. In light of their conclusions, discuss the significance of the airport to the future of Palestine.

INTERNET: http://darkwing.uoregon.edu/~alquds/palestn.html

BRAZIL PRIVATIZE: BRAZIL--ECONOMIC CONDITIONS; BRAZIL--ECONOMIC POLICY--PRIVATIZATION

3. Who opposes the sale of the state-owned industries? Why? What reasons does the government give for the sale? Investigate the Brazilian economy and social conditions. Ask students to note how much the average Brazilian earns and in what occupations, and the division of land ownership. Have each student use the data to write a brief statement concerning the condition of the Brazilian economy. Divide the data into that which supports the need for strong government action to boost the economy and that which suggests the economy is growing well as things are. Focus a class discussion on the strength of these two positions and whether or not the evidence supports the privatization.

INTERNET: http://studentweb.tulane.edu/~emiratt/brasil.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

growth industry mirage privatization free-market reform

***** ** ** * June 6, 1997 (4)
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******** ** ** NEWSROOM: "HEADS-UP" GUIDE
*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of June 23, 1997*

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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MONDAY, JUNE 23: ENVIRONMENT DESK: Alligator Man

A University of Miami researcher uses a unique and dangerous approach to find out why many Everglades alligators are underweight. (NOTE: Some scenes may be difficult for some students to handle.)

CURRICULUM CONNECTIONS: Biology; Earth Science

TUESDAY, JUNE 24: INTERNATIONAL DESK: North Korea Soil

One South Korean department store is doing something out of the ordinary to promote relations with North Korea. It is giving shoppers free vials of North Korean soil.

CURRICULUM CONNECTIONS: World History; International Relations

WEDNESDAY, JUNE 25: BUSINESS DESK: Pop Music Non-Profit

Since "Band Aid" and "We Are the World," more than a decade ago, musicians coming together in the name of a cause has become the norm. Celebrity sells: Over the past five years musician-supported groups have raised more than $100 million for charity.

CURRICULUM CONNECTIONS: Business; Fine Arts (Music)

THURSDAY, JUNE 26: SCIENCE DESK: Virtual Gardener

Hundreds of people with disabilities in Orange County, California, are learning computer skills designed to make them equal to the able-bodied. The technology helps to "level the playing field" for many who have physical limitations.

CURRICULUM CONNECTIONS: Biology; Computer Science

FRIDAY, JUNE 27: EDITOR'S DESK: Caspar's Crazy

In eminently decent Denmark, the rising star of radio is also the King of Silliness. The show's producer says that no one has ever

more successfully wrecked Danish reserve than Caspar Christiansen.
CURRICULUM CONNECTIONS: Communications; Language Arts; Social Studies
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of June 30. "Heads Up" Guides will always be written for DESK segments three weeks in advance.

06/16/97 (5)

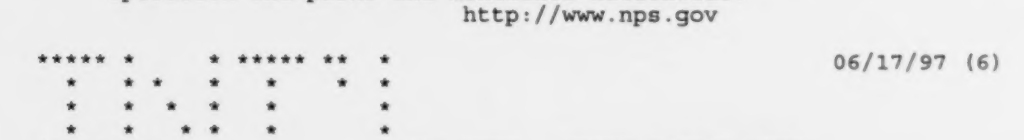
DESK: ROADLESS UTAH

1. BEFORE VIEWING: Brainstorm purposes for establishing national parks, monuments and forests. What types of areas/sites are designated for this federal protection? Help students to create a list of possible and known areas/sites. For whom might the creation of these reserves be a benefit? detriment? Explain. Have students speculate on how these are established.
2. AFTER VIEWING: List and discuss the viewpoints of both Kane and Garfield County citizens who are concerned about economics and those who are concerned about environmental issues. Challenge students to develop two scenarios about the future of the area: if economics wins AND if the environment wins. Have students discuss these scenarios and the question before Congress of "What's a road?" What might Congress' actions on this issue reflect as far as how decisions involving environmental and other issues are made?
3. Using the Internet addresses below, and other resources, direct students to discover the National Park System and the Bureau of Land Management. Challenge them to create an informational vehicle, such as a school display or video production, to educate citizens about these agencies, their inner workings and goals and the effects on people and their environment.
4. Divide the class into three groups, each of whom will be assigned a specific investigation:
   a. Group 1: preservation of the GS-ENM
   b. Group 2: use of the area for coal mining/other development
   c. Group 3: conservation practices that could offer compromise solutions

   Have the groups present their cases in a town meeting forum. Following the forum, develop a class position paper and share it with local government officials in Kane Co., Utah.

URL ADDRESSES

1. Direct access to current information about the Grand Staircase-Escalante National Monument: http://www.blm.gov/nhp/news/alerts/EscalanteOverview.html
2. Home page for the Bureau of Land Management: http://www.blm.gov/
3. Home page for the National Park Service re its history, operation and parks and monuments nationwide: http://www.nps.gov



06/17/97 (6)

DESK: JAPAN SOCCER WOES

1. BEFORE VIEWING: What factors do your students believe aid a sports team's success? List students' responses on the board. Then ask: What part does fan loyalty play? Why?
2. AFTER VIEWING: Discuss the reasons given in the video segment

for the lack of fan following for the J-League. What steps will League officials take to increase revenues? What single event is expected to "turn the tide"? Why?

3. Review with students the comments they made earlier about the factors needed to support a team. In their opinion, could the same be true for an entire league? Citing American teams in any sport, ask students to discuss what can happen to the team or industry when fans no longer "turn out" to sporting events. Ask students: What kinds of interests compete for your entertainment dollar? What criteria do you use to decide how to spend limited resources?
4. In what ways can international competitions reflect the political realities among nations? Have student groups review past Olympic contests for evidence of political expression of any kind. Share findings in class and discuss whether or not the examples found served to promote or antagonize relations between nations. Students must defend their responses.
5. Ask soccer enthusiasts in the class to describe and answer questions about the popularity of soccer throughout the world and the importance of the World Cup. Then ask: Why would Japanese fans be expected to turn out to pack the stadium in a match with South Korea? Review Japan-Korea relations from 1876 to the present. What aspects of this relationship might indicate that their leagues' "traditional rivalry" could have some basis in the countries' political history? Explain. Then divide the class into groups. Challenge each group devise a competition between other "traditional rivals" in a way that could promote a better relationship between them. Share these in class.

URL ADDRESSES

1. The Soccer Home Page:
   http://www.distrib.com/soccer/homepage.html
2. News article on Japan, South Korea as World Cup Hosts for 2002:
   http://www.netarrant.net/news/doc/1047/1:SPORTSB/1:SPORTSB053196.html
3. Link to J.League:
   http://www.dentsu.co.jp/J-LEAGUE/Objectives/Objectives.html

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*   * *   *    **   *   *   * * *        **    **         FOOTBALL
***** ***** ***** ***** *     * ***** ***** ***** DESK:  INTERNS
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1. BEFORE VIEWING: What is an intern? Why would someone take a job as an intern? What are the advantages and disadvantages of this kind of job?
2. AFTER VIEWING: Why are NFL players like Moe Gardner involved in internships? Explain how, in his case, "accomplishment in the office requires many of the same skills used on the field."
3. Generate a class discussion about why some professional athletes are expanding their skills into other fields.
   a. Focus students on the relatively short "career span" of a professional athlete, the possibility of career-stopping injury or other circumstances that would make professional athletes good candidates for secondary career development.
   b. Discuss the other careers (other than sports marketing) that might appeal to professional athletes.

   Besides preparing for an alternate career, what other financial moves could a professional athlete make that would guarantee some measure of financial security?
4. How can internships benefit other individuals seeking to enter

a particular field of interest? Ask a member of your school's guidance staff to address the class on available internships appropriate to the students' age and the opportunities they offer. After the presentation, have each student generate a proposal for his/her "dream internship" for a specific job. Direct students to include complete job descriptions, as well as hours, wages (if applicable) and specific training and hands-on experience one could gain.

URL ADDRESSES:

1. Information on summer intern positions: http://www.bc.edu/bc_org/avp/csom/GCS/jobpostings/ListInternship.html
2. International Development Intern program (minority students): http://web.fie.com/htdoc/fed/aid/any/any/prog/any/aidpgaab.htm
3. Intern-NET, links students w/intern opportunities worldwide: http://www.vicon.net/~internnet/

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   ** *       *   *     *   * * *     *                  PECAN
***** ***** ***** ***** *     * ***** ***** DESK:  CHARCOAL FILTER
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1. BEFORE VIEWING: Predict what percentage of a nut is edible. List possible uses for nut shells then define these terms: activated carbon filter, inedible, stone-washed denim, pumice.
2. WHILE VIEWING: Note how many pounds of pecans are produced in New Mexico yearly. What are the pecans used to make? How much of the pecan is inedible?
3. AFTER VIEWING: What do scientists propose to do with the waste shells? How are these converted to activated carbon? What does the company do with wastewater from the stone washing process? How might using the pecan shell filter improve the process?
4. Determine the percentage edible and waste in a nut. Materials for each student group: balance, several different nuts including pecans, walnuts, peanuts. Have students verify the percentage of a pecan, by weight, that is edible and inedible then plan and conduct an investigation to determine if the phrase "the inedible half of the crop_the shells" is accurate for pecans. Discuss.
   a. What benefit would it be to pecan producers and consumers to establish a market for the shells?
   b. Is the same percentage valid for other nuts?

   Have students repeat their investigation using other nuts. Are there other methods to determine percentage edible for nuts? Have students determine the percentage edible in another way.
5. Prepare a solution to simulate wastewater from denim washing by adding a few drops of blue food coloring to a liter of water.
   a. List possible ways to remove the blue dye from the water and recover the clean water.
   b. Have students provide a variety of materials which might remove the dye: as filter paper, activated carbon filters (pet/aquarium supply store), cheesecloth, detergent, etc.
   c. Ask each group to select several methods and/or materials and attempt to remove the dye.

   Which processes were successful and which were not? What do the successful methods have in common, chemically and/or physically? Would any of the methods be feasible for commercial use? Why/Why not? Discuss why using an activated carbon filter made from pecan shells might be practical for International Garments in El Paso, Texas. Why does this company want to reuse the water used to rinse the denim? How would the ability to remove the blue dye easily and economically benefit both blue jeans wearers and pecan

producers and consumers?

URL ADDRESSES:

1. Environmental Information Sources:
   http://www.deb.uminho.pt/fontes/envirvinfo
2. Uses of activated charcoal in science and at home:
   http://www.circle.net/herbs/char/science.html

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CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Monday, June 9, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Election results are in for the Republic of Ireland.	5:00	6:00
HEADLINES	ALGERIAN ELECTION MARRED BY CONTROVERSY... MIDEAST PEACE TALKS REVIVED...	1:00	7:00
ENVIRONMENT DESK	Some Cuban farmers are blaming the U.S. for an environmental disaster.	3:00	10:00
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:45	10:45
OUR WORLD	Medical professionals are attempting to educate young people about the importance of organ donation.	2:55	13:40
SPORTS PAGE	"Touch Gold" and the Red Wings are Champs.	:40	14:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:25	16:45
TOP OF THE WORLD	The need for commerce is softening Iraq's relations with neighboring Turkey.	2:55	19:40
INSIDE EUROPE	The new British Prime Minister has made some changes in Parliament's traditions.	3:15	22:55
SHORT TAKE	A replica Globe Theater has opened.	:40	23:35
TAKING CARE OF BUSINESS	Japan enters the "space race."	2:20	25:55
CULTURE WATCH	One of India's biggest movie stars is trying to make a film comeback.	3:15	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK — June 9, 1997 (2)

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GROUP 2: Research and identify, in writing, the political parties and their representatives who play a key role in Irish politics.

Have each group present its information and make enough photocopies of it for everyone in the class. Use these as resources throughout discussions of Ireland's elections and those of other multiparty systems.

3. As we have seen, elections in Ireland can involve several candidates from several parties, all vying for one seat in Parliament. In class discussion, ask students to describe congressional elections in the U.S. What two major parties are usually involved? How do other parties play a role?
   a. Challenge students to speculate as to the reasons why the U.S. does not have a true multiparty system. Write students' ideas on the board.
   b. Working in groups, have students research to find any other reasons for the predominance of a two-party system in the U.S. and share their findings.
   c. Conclude by having each student write an essay in response to the question: In your opinion, which system, two-party or multiparty, better reflects the will of the people in a democratic republic?

OUR WORLD: ORGAN DONATION

4. Why has Gloria Bohr made informing people about organ donation her mission? How does she accomplish this goal? Why does she choose to speak directly to youth? Do you think teenagers you know would be receptive to this discussion? Why/Why not?
5. Brainstorm with students to generate questions students have about organ donation. List these on the board. Group students and have each group interview medical professionals and consult other resources to find the answers to each question. Reconvene the class to share findings and then help students combine and edit the information into an informative brochure on organ donation.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Bertie Ahern Fine Gael Fianna Fail crisis mode organ donor

June 9, 1997 (3)

NEWSROOM WORLDVIEW

TOP OF THE WORLD: IRAQ--POLITICS; INTERNATIONAL TRADE RELATIONS

1. Ask students to characterize the relationship between Iraq and Turkey and Iraq and Syria. Then, group students and distribute a copy of a map of the Middle East to each group. Ask each group to
   a. use the map to identify Iraq and each of her neighbors.
   b. search past news sources to gather information about the relationship each of these countries had with Iraq over the past 5 years.

   Considering the information gathered, have groups write a summary statement about Iraq's foreign relations in the region and create a graphic representation of these on the map. Have groups share their summaries, then focus a class discussion on why Iraq is moving now to improve these relations. To what extent does Iraq's need for trade goods fully explain Iraq's actions? How should the U.S. and UN allies react to this change in Iraqi behavior? Explain.

INTERNET: http://www.yahoo.com/headlines/special/iraq_deal

INSIDE EUROPE: BRITAIN_-POLITICS--PARLIAMENTARY PROCEDURES

2. As a class, find out how the British House of Commons

functions, particularly about the procedures used in the day-to-day meetings of Parliament. Focusing on either how a bill becomes law or how a topic is discussed, have the students

a. use their information to make a model showing the principal participants and the role each plays in the process.
b. share and explain completed models, making sure everyone understands the procedures involved.

Focus a follow-up discussion on the importance of traditions in each of the models and how these traditions affect the functioning of Parliament. Finally, have students look at the changes Mr. Blair is making and evaluate the effect of these changes on the functions of the Parliament.

EXTENSION: Students might examine their own national system of legislation in an effort to further examine the role that traditions play in the legislative process.

INTERNET: http://www.ge97.co.uk/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

coalition incursion tradition cult following customs
formality taboo House of Lords decorum zero gravity

CNN NEWSROOM & WORLDVIEW — Turner Learning

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********* ** ** NEWSROOM

Tuesday, June 10, 1997

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	President Clinton proposes a five-year ban on human cloning.	3:40	4:40
HEADLINES	AUTHORITIES SOLICIT THE PUBLIC'S HELP IN SOLVING ATLANTA BOMBING CASES...VIOLENCE IN THE REPUBLIC OF CONGO...	1:00	5:40
INTERNAT'L DESK	A new breed of conservationists supports legal trading of rhinoceros horns.	3:45	9:25
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	:45	10:10
BEYOND THE GAME	A recent incident underscores the lack of respect for umpires in Japanese baseball.	2:45	12:55
COMING SOON	HONG KONG WEEK on WorldView, starting 6/23	:30	13:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	15:55
TOP OF THE WORLD	China may be softening its position on restricting civil liberties in Hong Kong.	5:20	21:15
TAKING CARE OF BUSINESS	Iran is trying to attract tourists under a set of restrictive rules.	2:55	24:10
FAST FACT	An annual Cuban fishing tournament seems to help improve U.S.-Cuba relations.	2:35	26:45
WILD KINGDOM	The Philippines has one of the world's most important tropical bird hatcheries.	2:15	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK — June 10, 1997 (2)

* ATTENTION TEACHERS: Due to a late programming change, today's INTERNATIONAL DESK, "Hong Kong Civil Liberties," has been replaced by "Africa's Endangered Species." "Hong Kong Civil Liberties" can be seen as the first story on today's WorldView. *

TOP STORY: HUMAN CLONING BAN

1. Review what is meant by the term "cloning." How has "Dolly" generated a controversy? What has been the National Bioethics Advisory Committee's response to this issue?
2. Explain President Clinton's proposed legislation concerning human cloning. As the President sees it, "Creating a child through this new method calls into question our most

fundamental beliefs. It has the potential to threaten the sacred family bonds at the very core of our ideals and our society." Agree? Disagree? State your rationale.

3. Ask students: According to the video, what are some objections to the President's proposal? What other objections can you think of that some lawmakers and others might voice?
   a. Write students' responses to both questions on the board.
   b. Then, group students and direct each group to compile a reasonable counter to each objection. Allow groups time to conduct research if necessary.
   c. Reconvene the class and have each group present its counters to each objection.

   Conclude by having students predict the likely course of the national debate that will develop over the issue of human cloning: What "sides" are likely to emerge, pro and con? How will they likely argue their positions?
4. In class discussion, ask students to explain what is meant by the term "bioethics." Then divide students into groups. Have each group choose an ethical issue within the scope of biology or medicine (e.g., abortion, physician assisted suicide) and research the different perspectives on that issue. Direct each group to make a formal, balanced presentation to the class.

BEYOND THE GAME: JAPAN UMPIRE ASSAULT

5. Why is Mike DiMuro leaving his position as an umpire? What is the response of the league in which he worked? According to the video, how are Japanese umpires treated compared with their American counterparts? Why is this so?
6. Ask students what they think professional umpires/referees should and should not have to take as they perform their officiating duties. Generate a class discussion about the rights of both officials and players in professional sports. Challenge each student to write an essay on what he/she would have done, if he/she were in a position of authority, in response to what happened to Mike DiMuro.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

ban embryo research somatic cell transfer suspension assault

June 10, 1997 (3)

** NEWSROOM WORLDVIEW

TOP OF WORLD: HONG KONG--POLITICS; HONG KONG--CIVIL LIBERTIES

1. WHILE VIEWING: List apparent changes in China's attitude toward civil liberties in Hong Kong. AFTER VIEWING: Direct students to search news sources for stories about recent Hong Kong political demonstrations and for the people's reactions and concerns. Have them use this information to write a "Bill of Rights" for Hong Kong, clearly stating the people's rights to do specific actions. Afterward, focus class discussion on the extent to which these rights are essential components of a democratic political system. What restrictions are placed on the civil liberties guaranteed by the U.S. Bill of Rights? Have students brainstorm scenarios in which those restrictions could and/or would apply and then reevaluate the concerns about Hong Kong civil liberties. Under what circumstances is it desirable to restrict such rights? To what extent is China justified in its concern about the exercise of such rights? To what extent are the people of Hong Kong justified in their concern about rights restrictions? Discuss.

INTERNET: http://www.emilylau.org.hk/dire.htm

TAKING CARE OF BUSINESS: IRAN--ECONOMIC CONDITIONS; IRAN--TOURIST

TRADE; RELIGION--ISLAMIC OBSERVANCES

2. WHILE VIEWING: Note the reasons behind the change in Iran's attitude toward tourism. AFTER VIEWING: Discuss the changes in Iran's policy and atttitude toward tourism. Then, divide the class into four groups.
   a. Have Group 1 represent Iranian officials. Ask them to gather information about how Islamic observances are practiced in Iran and make a list of rules and regulations for tourists.
   b. Assign Groups 2-4 the task of gathering tourist information about Iran, focusing on the sights or experiences that might attract tourists. Have them use their information to make travel posters, brochures, etc., touting vacations in Iran.

   On completion, ask a Group 1 "official" to present the list of rules and regulations for tourists. Direct one member from each of the other groups to present the group's poster and other promotional material. Then, have students role play potential tourists who are trying to decide whether or not to choose Iran as a place to visit. Call for tourists' decisions and explanations for their choice. Challenge students to make projections about the future of tourism in Iran.

INTERNET: http://www.neda.net/ibr/tourism.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

national security civil disobedience negative reporting regime

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                          Wednesday, June 11, 1997
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	South Korea rushes food to North Korea.	3:40	4:40
HEADLINES	-CONGO CONFLICT CONTINUES -DOW JONES SURGE BREAKS RECORD HIGH	1:00	5:40
WHO SAID IT?	"You can tell the ideals of a nation by its advertisements." -- Writer, Norman Douglas	:30	6:10
BUSINESS DESK	Media critics present the "Smios" in an awards ceremony that lampoons real ads.	2:50	9:00
LOOK AHEAD	Upcoming DESK segments...	:45	9:45
ON THE NET	CNN and Oracle offer a new Web service.	1:45	11:30
OUR WORLD	Some summer jobs can be had just for the asking!	2:30	14:00
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:10	15:10
TOP OF THE WORLD	Iran's newly elected President is a more moderate Islamic fundamentalist.	4:00	19:10
INSIDE ASIA	Military maneuvers are actually doing something good inside Thailand.	3:25	22:35
WILD KINGDOM	Rare animal market places are becoming popular in Moscow.	1:55	24:30
CULTURE WATCH	Tsui Hark has made over 50 films in Hong Kong and is now making one in Hollywood.	4:40	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK — June 11, 1997 (2)

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* ATTENTION TEACHERS:  All of this week's DESKs, including today's       *
* BUSINESS DESK, can be found at the end of the NEWSROOM GUIDE for       *
*                          Friday, May 30.                               *
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TOP STORY: KOREA

1. Why would South Korea's emergency aid to North Korea be seen as an unusual act? Review with students the division of the Korean peninsula and how that divide deepened over the years. Include in the discussion recent events. Have students compare the Koreas' styles of governing and comment on the extent to which their different styles might affect their willingness to cooperate with or aid one another. What commonalty might override such objections? Explain.

2. What international organizations do students associate with humanitarian relief efforts? Discuss the circumstances that typically generate a call for humanitarian relief and the kinds of conditions that they try to address. Have students define "malnutrition" and then search for information about the short- and long-term effects in young children.
3. According to the video report, "In some places, daily food rations are down to just 100 grams per person." Challenge students to find the weight of some common food items and create a day's menu that would equal 100 grams of food. Have students share their menus and discuss their nutritional value.

ON THE NET: INFORMATION OVERLOAD

4. Ask students to describe the "affliction" associated with Internet surfing and give some examples based on their experiences on the "Net. What service is CNN and Oracle offering to relieve "information overload"? Ask each student to custom design his/her own news page, do a mock up and share these with classmates.

OUR WORLD: SUMMER JOBS

5. Who is complaining about this year's summer job market? Why? Is this situation true everywhere? Explain. Generate a list of jobs the students have held in past summers and ask them to share their experiences in applying for and obtaining them. Did the students feel they had a real choice in the kinds of jobs they were offered? Explain.
6. What kinds of hiring practices recently have made the typical summer jobs more available? Have students review the possibilities mentioned in the video segment then write a Help Wanted ad for their ideal summer job.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

38th parallel International Red Cross Pyongyang Kim Jong-Il
malnutrition Dow Jones "Smios" "information fatigue syndrome"

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******** ** ** NEWSROOM WORLDVIEW

June 11, 1997 (3)

TOP OF WORLD: IRAN--POLITICS--ELECTIONS

1. WHILE VIEWING: List what are mentioned in the video as "incentives for better U.S.-Iranian relations." AFTER VIEWING: Have students use media resources to characterize U.S._Iranian relations since the fall of the Shah in 1979; and, use their findings to construct a chronology in which symbols indicate when something positive or negative occurred in this relationship. Ask students:
   a. What conclusions can you draw concerning the factors that caused the deterioration of this relationship and the seriousness of the disagreements involved?
   b. Considering the incentives for improving U.S._Iranian relations and the past problems between the two countries, what predictions would you make about the future of this relationship? Explain.

INTERNET: http://www1.pbs.org/newshour/bb/middle_east/may97/iran_5-26a.html

INSIDE ASIA: THAILAND--MILITARY ART & SCIENCE--DRILL & MINOR TACTICS

2. On the basis of what they viewed in the video segment, have students describe life in a typical Thai village. Then have them gather further information about how people live in the villages of Thailand to use in writing a story in which they describe what it might be like for a young person to grow up there. Share and discuss these stories, focusing on what is

important to Thai villagers and what specific types of assistance might help to improve their lives. Have students use their conclusions to evaluate the extent to which the actions taken by the military were appropriate for the lives of the people living there.

INTERNET: http://www.care.org/world/profiles/thailand.html

WILD KINGDOM: RUSSIA--ECONOMIC CONDITIONS; MARKETS--RARE ANIMALS

3. WHILE VIEWING: List the animals offered for sale in Moscow. AFTER VIEWING: Have each student select a specific animal from the class and find out the animal's origins, its endangered status and any international regulations controlling its sale or transportation. Focus class discussion on the extent to which the Russian trade is illegal and what possible remedies could be taken.

EXTENSION: Search out similar information for other countries. Mark on a map those countries most actively involved in this trade.

INTERNET: http://www.wcmc.org.uk/cgi-bin/sp_arl.p

----------WORLDVIEW: TODAY'S NEWS TERMS----------

"window of opportunity" incentives sanctions MASH units

CNN NEWSROOM & WORLDVIEW — Turner Learning

Thursday, June 12, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Personal privacy takes a nose dive when one logs on to the Internet. Microsoft and Netscape companies team up to offer a security program.	4:50	5:50
HEADLINES	REPUBLIC OF CONGO CEASE-FIRE...MCVEIGH DEFENSE RESTS...	1:00	6:50
SCIENCE DESK	"Smart gels," made of long-chain polymers, are a new invention that could have incredibly diverse uses.	2:25	9:15
LOOK AHEAD	Upcoming DESK segments...	:55	10:10
WEATHER WHYS	El Nino weather pattern is returning and some say this means lots of giant squid!	2:55	13:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	3:50	16:55
TOP OF WORLD	Gang violence has become a major concern in tiny Macao's night life.	3:50	20:45
CULTURE WATCH	A Philippine businessman began the "El Shaddai" religious movement 13 years ago.	3:10	23:55
INSIDE EUROPE	Berlin has undergone a major renovation since the reunification of Germany.	2:40	26:35
BRIT CLERGY	The Church of England is trying out a new clerical look for its ministers.	2:40	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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ANCHOR DESK — June 12, 1997 (2)

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ask: Would this in any way alter how you use the Internet? If, YES, in what way? If NO, why not?

2. Tell students that a U.S. citizen's "right of privacy" is not a constitutionally guaranteed right; however, it is, according to the Supreme Court, an implied right. Divide the class into groups. Challenge them to investigate the derivation and development of this implied right, citing specific cases and their issues. Have groups share their findings. Then, on the basis of these, invite each group to write a proposed regulation for the Internet that would protect a user's right to privacy. Groups must be prepared to defend the rationale on which the regulation is based.

WEATHER WHYS: EL NINO

3. WHILE VIEWING: Ask students to pay close attention to the ways El Nino is described, including the effects it can have in different parts of the world. AFTER VIEWING ask: How would you characterize El Nino? Given its unpredictability and diverse impacts, what technology has allowed NASA to predict this weather pattern?

4. As stated in the video report, people "continue to link El Nino to everything from bad sun burns to good fishing." Divide the class into small groups. Instruct each group to investigate the facts and the lore surrounding El Nino, noting specific climatic events caused by this weather pattern. Challenge each group to a) prepare a short talk on one of these events, noting where it occurred and its ultimate impact; and, b) create a story based on one fact found and present the story in class.

EXTENSION: Challenge interested students to investigate other celebrated winds (e.g., mistral, sirocco, khamsin, chubasco) and profile these in fact and lore.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Internet Electronic Privacy Information Center Microsoft Netscape Federal Trade Commission "COBRAS" El Nino NASA trade winds

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******** ** ** NEWSROOM WORLDVIEW

June 12, 1997 (3)

TOP OF WORLD: MACAU--ECONOMIC CONDITIONS; MACAU--UNDERGROUND ECONOMY

1. What problems currently face Macao? Have the students gather information about the history, economics, ethnic composition, standard of living and political systems of both Macao and Hong Kong. Afterward, have the students meet in groups, one for Hong Kong and one for Macao, pool what they have learned and use it to make a graphic representation of the characteristics of their city-state. Have each group present their data and display. Ask students: What are the differences between Hong Kong and Macao? Which state appears to have the most problems and why? In what ways might their differences affect the coming reunion with China?

INTERNET: http://www.nyconsulate.prchina.org/news/HongKongMacao.html

CULTURE WATCH: PHILIPPINES--RELIGION--EL SHADDAI

2. Discuss with students the appeal that the El Shaddai movement appears to have for people in the Philippines. What other charismatic religious organizations have a similar appeal? Group students and assign one of these other organizations to each student group to research its roots and beliefs. Have groups share their findings and discuss the differences and similarities among these religious organizations and the reasons behind their appeal. Ask students: How unique is the El Shaddai movement? What do you think is its significance for

the Philippines?
INTERNET: http://www.mabuhay.com/phil reporter/news/x0010ELSHADAI.TXT.html
INSIDE EUROPE: GERMANY--ENGINEERING; GERMANY--OFFICE BUILDINGS
3. WHILE VIEWING: Note how engineers solved the water problems at Berlin construction sites. AFTER VIEWING: Research the importance of major corporations in building the largest buildings in the world. Then, have student teams draw one building and present it to the class along with data about the role played by corporations in their construction. Focus the class discussion on why corporations are responsible for much urban investment. Why is Daimler Benz an important source of this investment in Germany? Why is Sony also a big investor there?
INTERNET: http://www.daimlerbenz.com/index_e.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

livelihood Chinese Mafia coexistence loan-sharking El Shaddai charismatic movement evangelist ailments Berlin Wall catwalk

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Friday, June 13, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Timothy McVeigh's fate rests now in the hands of the jury.	6:15	7:15
THIS WEEK	CNN NEWSROOM presents the week's news from the Korean peninsula, Washington,D.C., the World Wide Web and Ireland.	2:10	9:25
CAPITAL NEWS	President Clinton signs the Disaster Relief Bill.	1:15	10:40
EDITOR'S DESK	CD-ROM technology is providing a new edition of the traditional yearbook.	2:20	13:00
LOOK AHEAD	Upcoming EDITOR'S DESKs...	:45	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:25	16:10
TOP OF THE WORLD	As a new government begins in the Congo, Rwandan refugees continue to return home.	3:30	19:40
POLITICAL FRONT	Crime and corruption are increasing in Taiwan and the people want it stopped.	3:25	23:05
WHO WHAT WHERE	An international humanitarian group offers new hope to vision-impaired Cubans.	3:50	26:55
INSIDE ASIA	Several scenes for the latest James Bond movie are being filmed in Thailand.	2:20	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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ANCHOR DESK June 13, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's *
* EDITOR'S DESK, can be found in the May 30 GUIDE. *

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TOP STORY: MCVEIGH TRIAL SENTENCING DELIBERATIONS

1. What two sentencing options are jurors in the McVeigh trial considering? What are some of the arguments on each side? Will the sentencing decision end all the uncertainties for Timothy McVeigh? Explain.
2. How did defense attorneys attempt to win over jurors during the sentencing phase of this trial? Why was it so important for the defense, also, to establish a motive for this crime? In his closing comments, Chief Defense Attorney Stephen Jones told the jury, "The road to Oklahoma City ran through Waco." What

did he mean by this? How does this illustrate what the defense believes was McVeigh's motive?

3. Ask students: If you were sitting on this jury, would either the motive or his family's and friends' personal accounts of Timothy McVeigh's life sway your opinion in deciding on a sentence? Challenge each student to write a diary/journal entry as one of the jurors, indicating the thoughts and emotions that he/she is experiencing in determining whether Mr. McVeigh should get life in prison or the death sentence.

THIS WEEK

4. Divide the class into four groups. Have each group choose one of the news items featured in the THIS WEEK segment and conduct research to learn more about the details of the story. Then have each group prepare and present a two-minute newscast that might air one year from now with an update on its chosen story.

CAPITAL NEWS: DISASTER RELIEF SIGNED INTO LAW

5. Why was there a delay in the passage of the Disaster Relief Bill? Explain how the President and Congress were at odds over its provisions.

6. What is a "rider"? Why are riders frequently attached to unrelated bills? Have students conduct research to determine what riders were attached to the Disaster Relief Bill and then share their findings in class discussion. If, complete with riders, the bill was to have passed both houses of Congress, what recourse would the President have? How could Congress have responded? Discuss.

7. Working in small groups, ask students to learn more about FEMA and share their findings. Under what circumstances might residents of your community come in contact with FEMA? What would the agency be doing to help disaster victims under those circumstances? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

maximum security death row appeal parole FEMA relief

***** ** ** * June 13, 1997 (3)
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******** ** ** NEWSROOM WORLDVIEW

TOP OF WORLD: CONGO--REFUGEES; RWANDA--CIVIL WAR

1. WHILE VIEWING: Have students gather clues from the video about where in Africa these refugees are located. AFTER VIEWING: In groups, have students use their clues and maps of Africa to identify the refugees' location in the northwest of the New Congo. Then have them use media resources to gather information about
   a. this group's 500-mile trek and then use maps to trace the refugees' route.
   b. why they have traveled so far to seek refuge and what they endured along the way.

   Ask each group to use this information to write fictional stories about the refugees' ordeal. Share the stories and then discuss the refugees' mental and physical state and what options remain open to them. Ask students to predict what will happen to those who managed to survive.

INTERNET: http://www.anet-stl.com/~civil/dvafricatutsizaire3.html
http://www2.nando.net/newsroom/ntn/world/010396/world6_793.html

POLITICAL FRONT: TAIWAN--POLITICS

2. Why are the people of Taiwan angry with President Lee Teng-Hui? Discuss these reasons and then challenge students to use media resources to create a profile the year-old administration of

Taiwan's first popularly elected president. Use the findings to list President Lee's successes and failures to date. From these lists have students draw conclusions about the effectiveness of his administration. To what extent are his critics correct in their comments about his administration? Playing the role of political advisors to President Lee, what advice would the students give him about how to regain the support of the people?

INTERNET: http://www.dpp.org/english/nl021196.html

WHO WHAT WHERE: CUBA--MEDICINE

3. What are the leading causes of blindness in the world? Write students' responses on the board. Then divide the class into groups and have each group
   a. research the causes and treatments of blindness in less developed countries; and,
   b. use their data to evaluate the extent to which Orbis is taking a realistic approach to the problem.

INTERNET: http://www.findat.com/misc/Orbis/Orbishm.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

refugees Brazzaville catalyst magistrate organized crime

***** ** ** * June 13, 1997 (4)
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******** ** ** NEWSROOM: "HEADS-UP" GUIDE
*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of June 30, 1997*

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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MONDAY, JUNE 30: ENVIRONMENT DESK: Falcon Unprotected
The U.S. Fish and Wildlife Service wants to take the Peregrine Falcon off the Endangered Species List, since the species is making a strong comeback; however, some oppose the action.
CURRICULUM CONNECTIONS: Biology; Earth Science
TUESDAY, JULY 1: INTERNATIONAL DESK: Sandoval Citizenship
When Grammy-award winning trumpeter Arturo Sandoval defected to the United States from Cuba in 1990, he was granted immediate political asylum and was even invited to the White House by President George Bush. Now, the INS is denying his application for U.S. citizenship because, for three months, just before his defection, Sandoval was a member of the Communist Party.
CURRICULUM CONNECTIONS: U.S. History; International Relations
WEDNESDAY, JULY 2: BUSINESS DESK: Software Big Bucks
The software industry is growing faster than any other major segment of the U.S. economy. More and more young people are entering the industry, where salaries are high and the dress code is casual.
CURRICULUM CONNECTIONS: Business; Economics; Technology
THURSDAY, JULY 3: SCIENCE DESK: Deep Sea Cancer Cures
With the aid of global positioning satellites and submersibles, researchers are searching the earth's oceans for possible cures for cancer.
CURRICULUM CONNECTIONS: Biology; Marine Science; Technology
FRIDAY, JULY 4: NO PROGRAM in observance of Independence Day in the U.S.
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of July 7.
*NOTE: "Heads Up" Guides will always be written for DESK segments three weeks in advance.

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Monday, June 16, 1997

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Timothy McVeigh has been condemned to death for his part in the Oklahoma City bombing.	4:20	5:20
HEADLINES	MORE FIGHTING IN REPUBLIC OF CONGO...	:45	6:05
DIVIDING LINES	(Part I) Some see Columbia, Maryland, as a model community for race relations.	3:50	9:55
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:30	10:25
ENVIRONMENT DESK	The Grand Staircase-Escalante National Monument is causing a deep divide between environmentalists and developers.	2:40	13:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:10	15:15
TOP OF THE WORLD	Some fear the Danish government has violated its own ban on nuclear devices.	3:35	18:50
INFORMATION PLEASE	One man wages a lone battle in the Ivory Coast to save the mangrove tree.	4:10	23:00
INSIDE ASIA	Blind people in Bombay are learning how to become barbers.	1:50	24:50
WHO, WHAT, WHERE?	The Coptic language gives hints as to how the ancient Egyptians' language sounded.	2:40	27:30
CULTURE WATCH	Sumo wrestling remains a popular sport in Japan.	1:25	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

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ANCHOR DESK — June 16, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's *
* ENVIRONMENT DESK, can be found in the June 6 GUIDE. *

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TOP STORY: MCVEIGH SENTENCE

1. How did Timothy McVeigh react upon hearing the jury's sentencing verdict? What did some of the jurors who were interviewed have to say about the decision?
2. In class discussion, ask students to explain what is meant by an appeal. Why would Mr. McVeigh's attorneys want to appeal this decision? Group students. Direct each group to
   a. research to find information on the different options and possible results for Mr. McVeigh's appellate attorneys.

b. use its information to create a flow chart that diagrams the possible appeals and outcomes that could be generated by this decision.

Have groups present their work. Does this sentence automatically mean "death" for Timothy McVeigh? Explain.

3. Using texts/other resources, ask students to find the wording of the Eighth Amendment to the U.S. Constitution. Ask a volunteer to read this amendment aloud.
   a. Challenge students to find the origin of the idea of prohibiting "cruel and unusual punishment." (NOTE: It is based on English common law, when the English Bill of Rights safeguarded against torturous executions previously used to suppress "heretics" and those who were opposed to the Crown.)
   b. Generate a class discussion of what is, in the students' opinions, "cruel and unusual punishment."
   c. Assist groups of students in researching the Supreme Court's view of "cruel and unusual punishment" in recent years. Have groups share their findings.
   d. Relying on their evidence from research and discussion, have students stage a debate on this topic: RESOLVED: Timothy McVeigh's death sentence does not constitute "cruel and unusual punishment."

DIVIDING LINES (PART I)

4. Why do some consider Columbia, Maryland, a "model community"? How do parents there feel about the state of race relations? Do you agree or disagree with them? Explain.
5. Replay the video; focus students' attention on the poll results given. Ask: According to the video, what is the reality of Americans' perceptions of race relations? Work with the class to create similar survey questions; take care to avoid bias in wording and "leading" questions. Have students use these to poll as many individuals as possible. Share results, then compare the communities' responses with the national results.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

conviction appeal death penalty racism prejudice Utopia

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******** ** ** NEWSROOM WORLDVIEW

June 16, 1997 (3)

DENMARK NUCLEAR: DENMARK--POLITICS; RADIATION--PHYSIOLOGICAL EFFECT

1. Ask students to identify the reasons why Danes are concerned about their government's past behavior. Then have students use
   a. resources to compile information about NATO and the Strategic Air Command operations during the 1960s in the North Atlantic;
   b. research data and information from the video to support a position concerning whether Denmark allowed the U.S. to use a base in Thule, Greenland, for nuclear operations or whether a B-52 with nuclear weapons may have crashed there accidentally in January of 1968; and,
   c. compile evidence in a mock court hearing to determine if Denmark owes more compensation to the workers at Thule who have suffered the effects of the cleanup of the wreck.

INTERNET: http://www.city.net/countries/denmark/#country_information

MANGROVE FOREST: IVORY COAST--ENVIRONMENTAL PROTECTION; IVORY COAST--CONSERVATION OF NATURAL RESOURCES

2. What is happening to the mangrove trees in the Ivory Coast? How is the wood used? What is Mathieu Egnankou doing to try to stop the destruction? In your opinion, can one person make a

difference in this kind of endeavor? Explain.

3. Generate a class discussion about how the disappearance of the Mangrove is affecting the ecology and biodiversity of the Ivory Coast's forests. Then divide the class into groups. Have each group select one species of tree found in your area and determine how its eradication would affect other species and the environment. Have each group present its information in a visual form.

CHALLENGE: Ask students: If you witnessed the gradual destruction of a species of plant or animal vital to your ecosystem, what would you do? Have students write essays in response to this question, detailing a plan of action or reason for inaction.

EGYPT HIEROGLYPHS: EGYPT--HIEROGLYPHICS

4. First, ask students to describe the mystery underlying the ancient Egyptian language. Then have them gather information about the earliest written and spoken languages and make a display showing what we actually know about both types. Afterward, focus a discussion on the benefits of understanding the written language and what modern societies might gain by understanding what ancient societies sounded like.

INTERNET: http://www.nadn.navy.mil/LangStudy/resource.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

legacy rain forest nurseries intertidal zone Rosetta Stone

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Tuesday, June 17, 1997

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The Democratic Party headquarters at the Watergate was burglarized 25 years ago.	4:55	5:55
HEADLINES	-NO COMPARISON: WATERGATE AND WHITEWATER -BRITAIN SUSPENDS TALKS WITH SINN FEIN -EUROPEAN UNION LEADERS MEET IN AMSTERDAM	1:15	7:10
DIVIDING LINES	(PART II) New immigrants from Korea try to adjust to the "ethnic mosaic" of southern California.	3:25	10:35
AROUND THE WORLD	...about soccer and its global popularity	:45	11:20
INTERNAT'L DESK	Slipping fan support for Japan's soccer leagues is due, in part, to over-expansion.	2:40	14:00
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	:30	14:30
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	17:00
TOP OF THE WORLD	Only 3,000 Vietnamese refugees remain in Hong Kong as the handover to China nears.	2:45	19:45
WHERE IN THE WORLD	Britain uses newspaper ads to attract applicants to work as spies.	3:25	23:10
FAST FACT	Some works of public art are causing controversy in Moscow.	3:15	26:25
CULTURE WATCH	The opera, Balseros tells the story of those who have tried to escape from Cuba.	2:35	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK — June 17, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's INTERNATIONAL DESK, can be found in the June 6 GUIDE. *

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TOP STORY: WATERGATE ANNIVERSARY

1. BEFORE VIEWING: Ask students to briefly recount what they know about "Watergate." WHILE VIEWING: Note the principals involved in, and the impact of, the Watergate break-in. AFTER VIEWING: Discuss with students the short- and long-term impact Watergate has had on American politics and culture. What does CNN correspondent Bruce Morton say is the national attitude as a result of the Watergate break-in? Discuss.

2. Ask students: What is "impeachment"? What branch of the U.S. government has the power to try impeachments? Have students read Art. I, Sect. 3 of the U.S. Constitution, then discuss the conduct of impeachment proceedings.
3. What two articles were included in the Articles of Impeachment under consideration by the House Judiciary Committee? If needed, replay the TOP STORY segment for students. Then ask: What was significant about Senator Howard Baker's question, "What did the President know and when did he know it?" Explain the importance of Pres. Gerald Ford's pardon of Pres. Nixon, given the wording students found in Art. I, Sect. 3 of the U.S. Constitution.
4. Bruce Morton says about Watergate, "It was our best soap opera ever." Have students work cooperatively to gather data on a) the unfolding of events of Watergate and b) the media's role in these events. Share resources and findings to construct a timeline around the class wall. What elements do the students think would qualify as soap opera? Explain. In what way might the media have contributed to this perception? Explain. Compare Watergate media coverage with subsequent political scandals.

DIVIDING LINES (PART II)

5. What cultural differences in "common business gestures" did the Myung family encounter when they settled in the United States? Engage students in a conversation about their own cultural backgrounds and whether expressions and practices common to them may be interpreted differently by another culture. Then ask students to consider "typically American" expressions and modes of behavior they might need to "adjust" if they visit another country. Have students create role plays of such encounters at home and abroad, including how those encounters can be adjusted for everyone's benefit.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Richard Nixon Bob Woodward Carl Bernstein James McCord John Dean Judge John Sirica Sam Ervin John Ehrlichman Alexander Butterfield impeachment Tony Blair Sinn Fein EU homogeneous Rodney King

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******** ** ** NEWSROOM WORLDVIEW

June 17, 1997 (3)

TOP OF THE WORLD: HONG KONG--VIETNAMESE REFUGEES

1. Lead a class discussion of the difficulties the Vietnamese encountered in seeking asylum. Then direct students to use news sources to examine the changes that have taken place in Vietnam over the past 10 years. Create comparative "snapshots" of Vietnam in 1987 and 1997 and then ask students:
   a. To what extent does the 1987 image explain why so many people were desperate to leave the country?
   b. What changes have taken place during since 1987?
   c. Why have the repatriations typically been involuntary?
   d. What does the evidence suggest has happened to those who have returned? What appears to await the remaining 3,000?
   e. Why do you think the international community has been reluctant to provide asylum for these refugees?
   f. What do you think should be done with the remaining 3,000? Why?

INTERNET: http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam_05.html

WHERE IN THE WORLD: BRITAIN--ECONOMY DEVELOPMENT; BRITAIN--SPIES

2. WHILE VIEWING: Note characteristics of the potential spies for

which MI5 is advertising. AFTER VIEWING: Brainstorm and list the characteristics of stereotypical, movie-style spies. Next, have students gather information about real spies and write brief spy stories based on their spy's life. Then challenge the class to identify the characteristics in these stories of real-life spies. Follow up with a discussion about why movies and books tend to glamorize spies. To what extent do the students think MI5 is using movie-style images to attract potential employees? How do the students think this will affect MI5's efforts to find effective agents?

INTERNET: http://www.pair.com/spook/security/mi5org/mi5org.htm
http://www.mi5.com/

FAST FACT: RUSSIA--ART--SCULPTURE

3. WHILE VIEWING: List the reasons for the controversy over Tsereteli's work. AFTER VIEWING: Challenge students to find other critiques of Zurab Tsereteli's sculpture. Discuss students' findings then ask: Would you support the mayor's patronage of Tsereteli? Have each student write a letter to Mayor Luzhkov voicing his/her opinion.

INTERNET: http://www.teleport.com/~cos/collect/gde/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

boat people asylum detention camps fatigue repatriate discretion MI5 aspirations infiltrate intelligence services

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Wednesday, June 18, 1997

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The law banning sexual discrimination by schools receiving federal funds is now 25 years old.	3:20	4:20
HEADLINES	-SAUDI BOMBING SUSPECT IN CUSTODY -PAUSE IN REPUBLIC OF CONGO HOSTILITIES	1:00	5:20
LOOK AHEAD	Upcoming DESK segments...	:40	6:00
BUSINESS DESK	Some NFL players spend the off-season in the League's career internship program.	1:50	7:50
ON THE 'NET	Sports lovers! Mine the Internet for news and information about the world's favorite athletics, including "virtual sports."	1:25	9:15
DIVIDING LINES	(PART III) Fast-growing Latino community in the U.S. shares similar job-hunting experiences with other ethnic groups.	4:50	14:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	3:10	17:15
TOP OF THE WORLD	Officials in Jordan crack down on the freedom of the local press.	3:25	20:40
DID YOU KNOW GUINEA OIL	Oil discoveries off the coast of Guinea may provide a boost to its economy.	2:45	23:25
TAKING CARE OF BUSINESS	Egypt is a hot summer tourist spot in more than one way.	2:25	25:50
CULTURE WATCH	One Chinese opera singer does not fit the traditional Chinese opera mold.	3:30	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR DESK June 18, 1997 (2)

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* ATTENTION TEACHERS: All of this week's DESKs, including today's BUSINESS DESK, can be found at the end of the NEWSROOM GUIDE for Friday, June 6th. *

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TOP STORY: TITLE IX

1. What is "Title IX" and what inequity did it seek to redress? What changes in women's participation in athletics is attributed to the enactment of Title IX? In what way is the Clinton Administration expanding this law? Why?
2. According to the video report, how closely do schools comply

with that law? What reason do some give for noncompliance? Ask students to comment on the statement from the video that "expanding athletic opportunities for women can mean cutting those of men." Have students investigate the athletic programs in local schools, colleges and universities to determine to what extent that statement may or may not be true.

ON THE NET

3. Do the students use the Internet to obtain sports information? Ask those who do use the Internet to share with the class the kind of information they seek and what they look for in a Web site. Then, working individually, in pairs and/or in small groups, have students choose a favorite or unusual sport and search for what they consider good Web sites for that sport. Have students share these and query each other's Web sites. Develop a ratings system to indicate the best sites and compile the annotated sites into a World Wide Sports Web Directory.

DIVIDING LINES, PART III

4. Ask students: Who is a "Latino"? Note on a map of Central and South America where a significant number of immigrants to the U.S. originate. If your community, or one near by, has a sizable Latino community, have students find out a) what percentages of immigrants come from which countries and b) in what ways the patterns of immigration have changed in the past 20-25 years. Share findings in class and create a pie graph showing the growth patterns.
5. If needed, replay the video segment and ask students to note reasons given and/or implied for the disparity in employment opportunities for Latinos and African Americans. In what ways are some of these statements contradictory?
6. Ask students to respond to the question asked in the segment, "How do you go into a job knowing that people are thinking of you negatively?" Have them relate personal experiences and then role play possible scenarios until they come up with ideas about what works, what doesn't and analyze why.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

U.S. Education Amendments Act (1972) Title IX job displacement
Latino racism stereotype Internet "virtual sports"

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******** ** ** NEWSROOM WORLDVIEW

June 18, 1997 (3)

JORDAN--POLITICS; FREEDOM OF THE PRESS; MASS MEDIA-- ETHICS

1. Ask students to note the changes taking place in Jordan's laws concerning freedom of the press and why, then respond:
   a. What safeguards to the democratic process are threatened?
   b. Are there instances when the media ought to be curbed? Explain.

   Have students examine a variety of news media for stories that show bias, are misleading or are objectionable in some other way. Afterward, have each student share his/her best example. Then, as a class, discuss the formulation of rules for the media that students think are necessary. To what extent do they think it is possible to make rules which allow for a free, yet responsible, press? Group students and challenge each group to draft laws that would guarantee freedom to Jordan's press AND require responsible reporting. Have each group present its draft for class critique.

INTERNET: http://www.accessme.com/JordanTimes/

EQUATORIAL GUINEA--ECONOMIC CONDITIONS; MINERAL RESOURCES--OIL

2. WHILE VIEWING: Note the possible positive and negative effects

of the new oil wealth on Equatorial Guinea. AFTER VIEWING: Discuss the potential impact of the discovery of oil. Then have students gather information about Guinea and her coastal neighbors to compare economic and political conditions 10 years ago with those existing today. Have students:

a. Display the information graphically and note changes, especially those due to oil income, and draw conclusions about the effect of new oil income on Guinea's neighbors.

b. Analyze the data for Equatorial Guinea and draw conclusions about the types and directions change has taken there.

c. Use all of their evidence to speculate about how the new oil income might affect Equatorial Guinea. What actions might insure that the oil money is used wisely? What factors might prevent that?

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Eq_Guinea.html

BUSINESS: EGYPT--ECONOMY DEVELOPMENT; EGYPT--TOURIST TRADE

3. What has prompted renewed tourism to Egypt? Search for data about tourist sites in Egypt and make tour posters. Focus a discussion on what students would like to see in Egypt and what Egypt might do to further increase the tourist industry.

INTERNET: http://its-idsc.gov.eg/tourism/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

tabloids tyranny life expectancy rigged elections

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

****** ** ** * Thursday, June 19, 1997
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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
***	TEACHERS: TODAY'S TOP STORY CONTAINS SCENES THAT MAY DISTURB SOME STUDENTS. WE ADVISE YOU TO PREVIEW.		***
TOP STORY	Pol Pot, the Cambodian leader responsible for the deaths of millions, has surrendered.	6:40	7:40
HEADLINES	CIA TERRORISM SUSPECT CAPTURED...	:35	8:15
SCIENCE DESK	Researchers are working on ways to use pecan shells as carbon filters.	2:40	10:55
LOOK AHEAD	For information on upcoming DESK segments, check out the "HEADS UP" page in tomorrow's Daily Guide.	:40	11:35
DIVIDING LINES	(PART IV)"Blacks and Jews in Conversation" is a model program in race relations for young people.	3:40	15:15
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	17:15
TOP OF THE WORLD	A powerful rebel group has taken the offensive against the Mexican government.	3:20	20:35
FAST FACT	Theft is a growing problem at Cambodia's world famous temples.	2:55	23:30
WHO WHAT WHERE	For some Russians the traditional dacha is a means of survival.	3:15	26:45
INSIDE EUROPE	Computers are being put to new uses in Britain's performing arts.	2:50	29:35
CNN NEWSROOM WORLDVIEW CLOSE		:25	30:00

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ANCHOR DESK June 19, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's SCIENCE DESK, can be found in the June 6 Guide. *
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TOP STORY: POL POT SURRENDERS

1. Who is Pol Pot? Where has he been for the past two decades? Explain how his surrender has created a power vacuum in Cambodia. Who is currently engaged in a struggle for power there?
2. Elections scheduled for next year in Cambodia are expected to put an end to the current coalition government. Ask students to consider what they have seen and heard and discuss whether

international observers should be sent to monitor these elections. Group students to discuss key points FOR and AGAINST international monitoring of these elections. Then ask the groups to share their ideas. Ask students: Do you think it will be possible to conduct democratic elections in Cambodia, with or without international guidance? Explain.

3. Many historians agree that Pol Pot and the Khmer Rouge were responsible for the worst genocide the world had seen since WWII. In class discussion, review Pol Pot's rationale for this slaughter. Then ask: When has history witnessed similar acts of inhumanity? Group students. Have each group select a similar event in any historical period and research its circumstances and demise. After all the groups have presented their information, discuss any similarities among the events. Challenge students to write essays in response to the question: What can humankind learn from these acts of inhumanity?

DIVIDING LINES: RACE WORKSHOP

4. What evidence is there to support the claim that Blacks and Jews were once united in a struggle for civil rights? How has that relationship changed over the years? Explain some of the reasons for the change. How does the program "Blacks and Jews in Conversation" attempt to reverse this trend?

5. Write the following quote on the board:

> "Race consciousness...is to be regarded as a phenomenon, like class or caste consciousness, that enforces social distances. Race relations, in this sense, are not so much the relations that exist between individuals of different races as between individuals conscious of these differences." --Robert E. Park, (1864-1944) U.S. sociologist.

In class discussion, have students interpret this quote in their own words. Ask: Would Mr. Park have approved of the "Blacks and Jews in Conversation" program? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Pol Pot Khmer Rouge engineered genocide Brooklyn, NY Hasidic

***** ** ** * June 19, 1997 (3)
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******** ** ** NEWSROOM WORLDVIEW

TOP OF WORLD: MEXICO--POLITICS; MEXICO--INSURGENCY

1. Ask students: What are the goals of the EPR and what conditions have sparked this rebellion? Lead a class discussion of the kinds of social conditions that typically lead to political rebellion/revolution. Then, group students. Have each group:
   a. Conduct research to identify as many popular rebellions around the world as they can find and locate each on a world map.
   b. Gather information on specific rebellions, noting who is involved, the goals of the rebellion and basic political and economic data on that particular country.

   Have groups share their findings, mark each rebellion location on a map and analyze for patterns. Then have them note the extent to which the rebellions' goals tend to be democratic and the extent to which economic and politic conditions might lead to these rebellions.
   a. What patterns do the students see? Do the patterns change regionally or are they similar globally?
   b. How do these patterns compare with what is happening in Mexico? How successful do they think Mexico can be in halting this rebellion in the long run? Explain.

INTERNET: http://www.epn.org/castan/epren.html
FAST FACT: CAMBODIA--TEMPLES; CAMBODIA--ANTIQUITIES--STEALING

2. Why has Cambodia organized its temple police? Have students find out information about, and create a display of, Cambodia's ancient sites. What is the feasibility of a UN program to protect such sites? Explain. Who might pay for such a project? Explain.

INTERNET: http://www.jaring.my/at-asia/camb_at_asia/camb_times/mac17,'97/ct_menu.html
WHO WHAT WHERE: RUSSIA--HOUSES; RUSSIA--SOCIAL LIFE AND CUSTOMS

3. Identify the major functions of a dacha. Based on what they saw in the video report, have students write stories about what the dacha means to a Russian. Considering the information in the stories, are the dacha's at all similar to cabins or country homes owned by people in the student's community? In what ways are they different?

INTERNET: http://solar.rtd.utk.edu/~asebrant/life/dacha.html
http://www.spb.su/lifestyl/114/summer.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

guerrilla movement cadre political repression social inequalities democratization Khmer civilization vulnerable nouveau riche

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Friday, June 20, 1997
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Russia joins "G-7" to create the Summit of Eight this week in Denver, Colorado.	3:35	4:35
THIS WEEK	-McVeigh jury asks for the death sentence. -Civil conflict rips Cambodia. -Ivory sale ban is lifted. -25th anniversaries: Watergate and Title IX	2:40	7:15
COMING UP	Later, on WorldView: Red Chip frenzy	1:15	8:30
EDITOR'S DESK	As this millennium nears its end, some "prophets" predict other kinds of endings.	3:25	11:55
LOOK AHEAD	Upcoming EDITOR'S DESKs...	:45	12:40
DIVIDING LINES	(PART V) Cambridge, Massachusetts, and its one public high school, are a model of ethnic diversity.	3:40	16:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	18:10
TOP OF THE WORLD	Increased drug abuse has been one of the side effects of China's economic growth.	3:15	21:25
WHO, WHAT WHERE	The Black Sea fleet is the center of a controversy between Russia and the Ukraine.	2:50	24:15
INSIDE ASIA	The hottest investment in Hong Kong today is Chinese government-backed stocks.	2:55	27:10
CULTURE WATCH	Salsa clubs are becoming the popular nightspots in London.	1:50	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK — June 20, 1997 (2)

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*     ATTENTION TEACHERS:  This week's DESKs, including today's          *
*          EDITOR'S DESK, can be found in the June 6 GUIDE.              *
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TOP STORY: SUMMIT OF EIGHT

1. What is the "G-7" and what country has raised that number to eight? Have students refer to information gleaned from the video report to explain the addition of Russia to the group and how its inclusion differs from that of the seven other participants.
2. According to the video report, the Summit of Eight are meeting "to discuss matters that have global impact." Replay the

video, if needed, and have students note those "matters." Lead a brief class discussion of the agenda. Then ask: Have any issues been excluded that you feel ought to be discussed? Explain. Ask each student to write a brief "Statement from a Citizen," addressing any one of those issues. Have students share their statements and elicit critique from classmates.

THIS WEEK

3. Choosing any one of the stories topping this week's news, have students "comment" on the significance they feel the story has for the world and/or for them personally. Allow students to select their own genre. Ask volunteers to share their work in class.

DIVIDING LINES, PART V

4. What "deeper and broader" reasons are given to account for the open-mindedness attributed to the town of Cambridge, Massachusetts? Can the same be said of Boston, MA? Explain. Have students find basic demographic data (income, education levels, employment rates, etc.) for both Cambridge and Boston and then compare the two. Could any of the statistics compiled account for the significant differences in apparent attitudes and relationships? Explain.
5. Invite students to design and implement a survey of the school population to determine the ethnic composition of your community and the degree to which the ethnic groups interact for the benefit of the entire community. Have students work cooperatively to
   a. create an art work (posters, quilt, mural, wall hanging, etc.) depicting the community's ethnic composition and
   b. celebrates inter-group cooperation.

   Display in a prominent commons area in your school/community.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

"G-7" market economy global integration Khmer Rouge Pol Pot melting pot W.E.B. DuBois busing racial utopia "white flight"

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******** ** ** NEWSROOM WORLDVIEW

June 20, 1997 (3)

TOP OF THE WORLD: CHINA--ECONOMIC DEVELOPMENT; CHINA--DRUG ABUSE

1. What is the connection between China's growing economy and rising drug abuse there? Have students:
   a. Compile data about how conditions have changed in China over the past 10 years and use it to create a 2-column display comparing the China of the 1980s with the China of the 1990s.
   b. Use arrows to show the relationships between items in the 2 columns.
   c. Highlight each item related to the economy and examine for evidence of economic change. To what extent have economic conditions in China improved over the past decade?
   d. Use symbols to indicate whether each item in each of the columns is POSITIVE or NEGATIVE.
   e. Count the number of positive and negative items on each list to determine the extent to which overall conditions have improved in China during this period.

   Lead a discussion of the relationship between changes in the economy and changes in the overall conditions in the country.
   a. Is there evidence that China's improved economy has led to an increase in crime or drug use? Explain.
   b. Considering as examples other countries that have experienced rapid economic growth, are increased crime or

drug use a natural result?

c. What other factors might also explain increased drug abuse or crime in China?

d. Why might China's government prefer to blame such things on the changes in the economy?

INTERNET: http://www.chinaconnect.com/

WHO WHAT WHERE: RUSSIA--FOREIGN RELATIONS--UKRAINE

2. WHILE VIEWING: Note the reasons for tension between Russia and the Ukraine. AFTER VIEWING: Have students search for data about each of the 15 republics that had comprised the former USSR, focusing on the current situation in each of these countries and their relationship with Russia. Identify each country on a map and then discuss which relationships are the most positive and which are the most negative. Why is Russia's relationship with the Ukraine particularly important?

INTERNET: http://www.city.net/regions/europe/commonwealth_of_independent_sta/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

hard drugs rehabilitation discipline Golden Triangle regimen dependency indoctrination docking rights franchise underwriters

***** ** ** * June 20, 1997 (4)
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******** ** ** NEWSROOM: "HEADS-UP" GUIDE
*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of July 7, 1997*

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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MONDAY, JULY 7, 1997: ENVIRONMENT DESK: Ebola Notebook
Under attack by growing populations of humans, it now appears that the rain forest may have a way to defend itself. Researchers are gathering evidence to support the claim that Ebola, HIV and other deadly diseases are the "revenge" of the rain forest.
CURRICULUM CONNECTIONS: Biology, Earth Science, Ecology
TUESDAY, JULY 8, 1997: INTERNATIONAL DESK: Global Poverty
The latest United Nations annual survey of human development is not all "gloom and doom." It suggests that some countries have made dramatic progress in reducing poverty.
CURRICULUM CONNECTIONS: Current Issues, International Relations
WEDNESDAY, JULY 9, 1997: BUSINESS DESK: WalMart on the Web
WalMart is bidding to become the online Mecca for cyber-shoppers, forcing its competitors to take notice. The company's online offerings are expanding; it expects to have 2-3 million products online within five years.
CURRICULUM CONNECTIONS: Business, Computer Science, Technology
THURSDAY, JULY 10, 1997: SCIENCE DESK: Wolf Dog
When researchers compared the DNA sequences of dogs to different species, they found evidence that all breeds of dogs are linked to one common ancestor, the wolf. They found, too, that dogs have been around longer than other domesticated animals.
CURRICULUM CONNECTIONS: Biology, Genetics
FRIDAY, JULY 11, 1997: EDITOR'S DESK: Mission Mural Magic
San Francisco's Mission District murals are art that gets "in your face" as well as in your soul.
CURRICULUM CONNECTIONS: Fine Arts, Language Arts
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of July

14. "Heads Up" Guides will always be written for DESK segments three weeks in advance.

June 23, 1997 (5)

ECOLOGICAL DESK: DISASTERS?

1. BEFORE VIEWING: Ask students: What is an "indicator" species? How could a species "indicate" the overall health of an ecosystem? Give examples.
2. AFTER VIEWING: Work with students to create a chalkboard chart contrasting the physical attributes and diet of alligators in the Everglades with those in other parts of Florida. Describe the alligators' ability to adapt to changes in prey populations in the Everglades. What outcome could this have on its survival? Respond to the following statement: "...so goes the alligator, so goes the Everglades." Would using the wood stork, cougar or bald eagle be just as relevant? Why/Why not?
3. Using the URL ADDRESSES listed below, direct students to explore the problems of the Everglades and possible solutions. Assign the following roles to students: park ranger, new resident, environmentalist, mayor of Miami, sugar plantation owner south of Lake Okachobee, property owner, Seminole Native American and land developer. Have them respond to a plan to restore the Everglades from their assigned perspective. Develop a class plan to save the Everglades and share it online with the Department of the Interior and related agencies.
4. Ask students to a) research the alligator and other endangered or threatened species and b) create a 3x5 card for each specie, listing current status as improving, threatened or extremely endangered. On the back of the card, have them list positive and negative influences on the animal's status and draw a food web for it. Share these in simple presentations. As a class, determine common factors that may lead to success or failure.
   a. Which of these are present in the Everglades alligators?
   b. Is the fate of alligators in the Everglades shared by alligators in the rest of its range? Why/Why not?
   c. How will the Everglades ecosystem change if the alligators adapt in some way to their new diet? Explain.

URL ADDRESSES

1. "The Gator Hole": General resource on alligators in the southeastern U.S.:
   http://magicnet.net/~mgodwin/
2. A Florida endangered species primer includes the Alligator:
   http://www.fpl.com/fplpages/environ/species.htm
3. The Everglades Information Network and Digital Library:
   http://everglades.fiu.edu/other/index.html
4. A comprehensive plan for the restoration of the Everglades:
   http://everglades.fiu.edu/taskforce/comprehensive.html

June 24, 1997 (6)

***** DESK: NORTH KOREA SOIL

1. BEFORE VIEWING: Review with students the history of Korea. Cite, in particular, its pre-World War II relationships with China, Japan, Russia, Europe and the U.S. Then, have students use their text or other resources to describe
   a. how Korea came to be partitioned into North and South

Korea;
b. the international climate that deepened the divisions between the two; and,
c. the world powers with which each Korea was aligned.

2. AFTER VIEWING ask students: What does the bottle of North Korean soil symbolize for the South Koreans? Although they were not shown in the video, what impact would you imagine the partition has had on North Koreans? Explain. Which Korea appears to be more proactive in healing the breach? On the basis of your earlier research, why do you think South Korea might be more apt to promote ties between the two?
3. What world powers supported North and South Korea during the Cold War? Are these relationships still intact? Have student groups use the Internet addresses below to a) find out what major powers have relationships with each Korea and b) describe nature of these relationships.
4. Discuss what students know about both North and South Korea, particularly regarding economic growth and international relations. Then, divide the class in half, each group to represent one of the partitioned states. Instruct each group to divide the tasks listed below and then use media resources to create an economic and political profile of its assigned Korea. Describe the following:
   a. economic growth rate, major exports/imports and economic prospects, population growth.
   b. other indices used to measure the social/economic health of a nation, e.g., infant mortality rate (IMR), education (average grade levels achieved, opportunities for females, etc.), life expectancy, etc.
   c. form of government, degree of citizen participation, human rights record, evidence of corruption, an assessment of its stability, etc.
   d. international relationships, particularly, how other nations view your Korea and why.

   Have each group create a social, political and economic profile of their assigned Korea and presented it to the other group. After both presentations are completed, create a class chart to compare the "national health" of both Koreas.

** INTERNATIONAL DESK: NORTH KOREA SOIL, continued

5. How popular is the idea of reunification and would it benefit both Koreas?
   a. Have students use the Internet addresses to find out who on both sides of the DMZ support reunification, under what terms and what are the conditions and the major impediments.
   b. Have students compare the Koreas' ideologies and social and economic status (see question #4) to assess the possibilities of reunification.

   Compare the terms under which reunification could occur with those in the China/Hong Kong hand over.

URL ADDRESSES

1. North Korean food shortage; international efforts at solving the problem:

http://korea.emb.washington.dc.us/kois/News/Features/1996/poli9.html

2. News article on North Korea's nuclear weapons stance:
   http://www.nando.net/newsroom/ntn/world/121695/world328_15.html
3. Report/profile on South Korea's economic growth:
   http://www.globalcon.com/tradedatabase/tradedb/resource/guides/pacific/skorea.txt
4. Reasons why South Korea as a big emerging market:
   http://www.stat-usa.gov/bems/bemssoko/bemssoko.html
5. Three 1996 news reports on China's economic and political relationship with North Korea:
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mft3.html
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mft5.html
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mfta.html
6. Two South Korean reactions to student demonstrations for reunification:
   http://sddt.com/files/librarywire/96wireheadlines/08_96/DN96_08_15/DN96_08_15_1s.html
   http://www.peak.sfu.ca/the-peak/96-3/issue7/koreas.html
7. Pan_Korean Alliance for Reunification:
   http://users.cybercity.dk/~ccc6338/Eng/Eng1.htm
8. Christian Scince Monitor account of reunification efforts:
   http://kimsoft.com/korea/sk-coldw.htm
9. North Korea's stake in reunification:
   http://pathfinder.com/@@Aw@T5QQA@b28gEuk/Asiaweek/96/0920/biz5.html

June 25, 1997 (8)

NON-PROFIT DESK: ROCKERS

1. BEFORE VIEWING: What is meant by the term "celebrity endorsement"? Give an example of a celebrity endorsement for a product or service. Does the fact that a famous person is promoting that product/service make consumers more likely to buy it? Explain.
2. AFTER VIEWING: What non-profit activist organizations have used rock stars to promote their causes? According to the video, how valuable are celebrities to these organizations? Explain.
3. Ask students: What is a "charitable organization"? Briefly discuss:
   a. How does it differ from conventional business enterprises?
   b. How does the charitable organization raise money?

   Group students and direct each group to choose one charitable organization, well-known or not, and research its objectives and operation. Groups will then present their profiles to the class.

EXTENSION: Choose one celebrity (musician, sports figure, etc.) to promote the charity it profiled. Explain how this person(s) would be able to draw more attention to the organization and why he/she was chosen.

4. Staging a benefit event for a non-profit organization requires a great deal of business knowledge and skills. Challenge student groups to put their knowledge and skills to work by having each create a plan for a benefit event for any one charity. Each group will need to determine the type of event that will take place, its location and approximate expenses and proceeds to be generated. Have each group share its plan. As a class, predict which event is likely to raise the most funds

under optimum conditions and explain why.

URL ADDRESSES:

1. Complete listings/links of charity organizations worldwide
   http://www.charitynet.org/
2. George Michael homepage, including his work for a London children's charity
   http://www.ozemail.com.au/~alhatu/gm.htm
3. The Make-A-Wish Foundation of America; ensures that wishes are granted to children in the U.S. with life-threatening diseases
   http://www.wish.org/

June 26, 1997 (9)

DESK: VIRTUAL GARDENER

1. BEFORE VIEWING: Brainstorm a list of technologies that can be used to support people with disabilities.
2. AFTER VIEWING: How are technologies adapted to meet the needs of those with disabilities? Consider the computer hardware and software described in the video.
3. Describe "The Virtual Gardener" software. What is its purpose? How is it used by able-bodied gardeners? Why is it a practical planning tool? Have the class create a list of "virtual design" programs they believe would be useful to develop. What on-site problems would these programs overcome? Explain.
4. For each of the following impairments, have groups of students describe ways to make computer services more accessible. Consider input devices and output devices.
   a. mobility impairments
   b. blindness
   c. low vision
   d. hearing and/or speech impairments
   e. specific learning disabilities

EXTENSION: Use the Web sites below to discover current adaptive technologies available to provide access to computers to people with disabilities. What other adaptations do you believe might be made available?

5. The video report presents an example of the use of science and technology to solve a personal/social problem. Have students create a list of technological solutions they use each day in their homes or at school. Have students include the problem, the solution and any advancements. For example:

THE PROBLEM:	When all adults within a family work, there is less time to prepare meals.
TECHNOLOGICAL SOLUTIONS:	Conventional oven, mini-oven, microwave, food processor, _____, _____, _____

EXTENSION: Challenge students to consider ways their technological solutions could be adapted to aid those with disabilities.

URL ADDRESSES:

1. DO-IT (Disabilities, Opportunities, Internetworking, and Technology) increases the participation of individuals with disabilities in academic programs and careers.
   http://weber.u.washington.edu/~doit/index.html
2. "Operating a Computer with my Nose"
   http://members.aol.com/TJPathome/operate.htm

June 27, 1997 (10)

***** ****** ***** * ***** * * ***** DESK: SCRABBLE MAN

1. BEFORE VIEWING: Have students distinguish between games of chance and games requiring skill. Then lead a discussion of the kinds of games that require skill and how players can perfect those skills.
2. AFTER VIEWING: What kinds of skills do students think are needed to play the game of Scrabble well? What activity did Scrabble champion Mark Landsberg engage in that helped him perfect his playing skills?
3. Ask students: How was Landsberg able to get credit (points) for using "words" that were not real words? Review the rules governing Scrabble. Then, group students. Have them write out several words and then challenge each other on whether or not a word is a "real" word. Later, share the words, real and made up, that stumped students. What "real" words most closely approximated the made up ones?
4. What other strategies did Mr. Landsberg use to defeat his opponents? Group students to get up a list of unusual words and ones they could use in tight places. Have students practice turning "simple" words into ones that are more complex. Allow students to hold a Scrabble Tournament and/or use the Internet address below to play Scrabble online. Later, compile a class Scrabble Vocabulary booklet featuring words the students used to score major points or wiggle out of a tight spot.
5. What is the Guinness Book of World Records and what are the criteria for inclusion? Discuss the typical records held, then send student teams on a scavenger hunt to find and list some of the more unusual records. Instruct teams to describe the record holder and/or the circumstances in establishing the record. Share teams' discoveries and ask students to comment on what they see as THE most unusual record held and why.

URL ADDRESSES:

1. Milton Bradley Scrabble Web Site re National Scrabble Assn.
   http://www.scrabble.com/community/nsa.html
2. Scrabble Assn. Player's Corner: practice moves
   http://www.scrabble.com/corner/corner.html
3. Online scrabble:
   http://yoda.cs.udw.ac.za/~ns2/scrabble.htm

CNN NEWSROOM & WORLDVIEW

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********* ** ** NEWSROOM

Monday, June 23, 1997

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Tobacco companies and attorneys-general of several states have hammered out a landmark agreement.	3:30	4:30
HEADLINES	"SUMMIT OF EIGHT" UPDATE...	1:00	5:30
AROUND THE WORLD	The Earth Summit opens this week in New York.	1:30	7:00
** TEACHERS:	Some scenes in today's ENVIRONMENT DESK may upset some students. Please preview this segment.		**
ENVIRONMENT DESK	Florida's "Alligator Man" determines the animal's health by its stomach contents.	3:10	10:10
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:30	10:40
SCHOOL VIDEOS	Home-schooled students from Connecticut share their video on vernal pools.	3:25	14:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:20	15:25
TOP OF THE WORLD	Recently, Hong Kong held its 8th annual commemoration of the Tiananmen massacre.	3:15	18:40
INSIDE AFRICA	Increased air traffic has caused concerns about safety at Africa's airports.	4:20	23:00
TAKING CARE OF BUSINESS	Laotian coffee producer hopes to produce a globally competitive bean.	3:00	26:00
CULTURE WATCH	Britain's Cosmos Project is attempting to unravel the mysteries of the universe.	3:00	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK — June 23, 1997 (2)

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determine the effectiveness of any lobby on the legislative process?

a. As a class, brainstorm a list of well-known lobbies in Washington (e.g., the NRA, NOW, AFL-CIO). Write the list on the board.

b. Group students. Direct each group to choose one lobby and research its goals, methods and impact on any recent legislation. What does each particular lobby do to wield its legislative power? How does it mobilize its constituency? From where does it get its funding? What recent bills may have passed or failed as a result of this lobby's efforts?

c. Have each group present its findings to the class and rate its lobby on a scale of 1 to 5 (1 = least effective; 5 = most effective).

Conclude with a discussion comparing the effectiveness of different lobbies. Then discuss: What has happened to the tobacco lobby over the years? How did it begin to lose some of its power? What does this tell us about the power of lobbies in general?

SCHOOL VIDEOS: VERNAL POOLS

3. Ask: What did you learn about vernal pools from the student video? What did you think of the students' presentation? Direct each student to write a brief summary and critique of what he/she saw. Ask students to consider as many different aspects of the presentation as possible in order to deliver balanced critiques. Direct students to edit their papers and share their final copies with the class.

NOTE: Participation in the "School Videos" program is limited to those schools enrolled for licensed use of CNN NEWSROOM. To enroll your school, call 1-800-344-6219 in the U.S. Outside the U.S., call 44-171-637-6912.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

attorney general logo legislators "fine print" lobby clout

June 23, 1997 (3)

** NEWSROOM WORLDVIEW

TOP OF THE WORLD: HONG KONG--HOLIDAYS--TIANANMEN SQUARE

1. WHILE VIEWING: Note how and why Hong Kong residents have commemorated the Tiananmen Square massacre. AFTER VIEWING: Have students gather information about the 1989 Tiananmen Square massacre, focusing on both the events in Beijing and the reaction in Hong Kong. Students should use their findings to:

a. Discuss the importance of Tiananmen to the people of Hong Kong.

b. Write brief personal testimonials about Tiananmen from the perspective of people living in Hong Kong in 1989.

Then, have the students gather additional information about the changes in the relationship between China and Hong Kong since 1989 and use it to reevaluate the concern expressed in Hong Kong in 1989 about the massacre. Have students share their testimonials and discuss how the attitude of those living in Hong Kong might have changed during the past 8 years and why this change might have taken place. Conclude by focusing on the significance and wisdom of the demonstration scheduled for July 1, 1997, and how that is related to these past events.

INTERNET: http://www.io.org/~wwalker/journey/china/Tianamen.html
http://www.cnd.org:8000/June4th/1989.05-29.hz8.html
http://the-tech.mit.edu/V109/N60/china.60n.html

INSIDE AFRICA: NIGERIA--TRANSPORTATION; AERONAUTICS--SAFETY MEASURES

2. What concerns were expressed in the video report about air traffic safety at Africa's airports? On the basis of their own experience, ask students to relate the kinds of security measures they have encountered. Then, have student groups:
   a. Gather information about the airports in several African countries and the airlines that serve them.
   b. Gather similar information about an airport in a developed country for comparison.
   c. Use their findings to make graphic depictions of each airport which, on completion, will be placed together in one large montage showing the condition of airline travel in Africa.

   Reconvene the class to analyze the final product and draw conclusions. Focus class discussion on the appropriateness of the U.S. ban on air traffic to most African countries. Ask students to consider all of the information gathered and then write letters to U.S. officials supporting or criticizing this policy.

INTERNET: http://www.infomall.co.za/airportsafrica/homepage.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

human rights de facto infrastructure supercomputer cosmologists

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Tuesday, June 24, 1997

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	World leaders attend the Earth Summit at the UN to review the results of commitments made at the first summit held in 1992.	3:30	4:30
NET WORK	Environmental Web sites...	:45	5:15
HEADLINES	WALL STREET STOCK DROP...BRITAIN, CHINA AGREE TO EARLY ARMY PRESENCE IN HONG KONG	1:20	6:35
ON THE MAP	Facts about South Korea...	1:00	7:35
INTERNAT'L DESK	North Koreans, now living in South Korea, can buy a bit of their homeland in a bottle.	1:30	9:05
LOOK AHEAD	Upcoming DESK segments information...	:45	9:50
SHABAZZ OBIT	Betty Shabazz, widow of Malcolm X, dies from burns sustained in a fire.	4:15	14:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:35	16:40
TOP OF THE WORLD	British Hong Kong was in the center of the action in World War II.	5:25	22:05
SHORT TAKE	Teenagers appear to have as many concerns about Hong Kong's future as do adults.	2:40	24:45
INFO PLS	Internet membership is growing rapidly in Brazil despite infrastructure problems.	1:55	26:40
CULTURE WATCH	Carl Mydans, a photographer since 1936, has an upcoming exhibit in New York.	2:20	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK — June 24, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's *
* INTERNATIONAL DESK, can be found in the June 13 GUIDE. *

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TOP STORY: EARTH SUMMIT

1. WHILE VIEWING: Note the treaty signed at the first Earth Summit held in Brazil in 1992. AFTER VIEWING: Discuss:
   a. The intent of the treaty and the terms of participation.
   b. The climatic problem it was intended to curb.
   c. What the participants felt about the results.

   Ask students: What country was cited as having lived up to its promises? Explain. In your opinion, how effective have been

the participants' "voluntary" actions? What has been suggested to improve results?

2. Review the relationship between greenhouse gases, ozone depletion and global warming and their impact on the environment. Then read aloud the following statement from the video: "The United States...has not committed to specific targets and timetables for cutting greenhouse gases, but U.S. leaders say that does not diminish their commitment." Ask: Given the recognized environmental impacts of greenhouse gases, how would you rate the U.S. "commitment" to the ideals of the Summit? Explain.
3. What impact would Russia's failing economy have on her ability to help "resolve these priority global problems"? Brainstorm with students the issues often raised in tandem with proposed changes in environmental policies. List these on the board. Then, divide the class into small groups and assign one of those issues to each group. Have them find 1-2 examples, note the arguments used on both sides and then prepare the issue for debate. Have each group practice and then hold a debate in front of the class. After all the debates are completed, have students compare the arguments used on both sides and then suggest ways to reach a win-win solution for each debate issue.

BETTY SHABAZZ

4. Who was Malcolm X and what impact did he have on African Americans? Invite students to read THE AUTOBIOGRAPHY OF MALCOLM X or writings about Malcolm Shabazz and then share their impressions about why the Betty Shabazz's death has had such an impact on the African American community.
5. What "mantle" has been assumed by the widows of slain civil rights leaders in the U.S., e.g., Coretta Scott King, Betty Shabazz and Myrlie Evers? Have student groups use media resources to profile their lives and work. Have groups present the profiles and discuss the similarities among them. As a class, create a montage depicting these widows' lives and display in a prominent place in your community.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

greenhouse gases ozone layer global warming bilateral discussion
Nation of Islam Elijah Muhammad Malcolm X Louis Farrakhan

***** ** ** * June 24, 1997 (3)
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******** ** ** NEWSROOM WORLDVIEW

HONG KONG PART III: HONG KONG--HISTORY--WORLD WAR II, 1939-1945

1. Why was Japan able to capture Hong Kong during World War II? How was Britain able to regain control? Group students to do the following activities:
   a. Gather data about the major events, statistics and persons in Hong Kong's history from 1940 to 1960.
   b. Place the data on the timeline, beginning with an assessment of what Hong Kong was like in 1940.
   c. Use pictures or drawings to emphasize important entries.

   Ask: From your data, how long did it take Hong Kong to rebuild after the war? How would you characterize the changes in Hong Kong during the post-war era? What developments in the 1950s suggest that Hong Kong is going to become widely recognized as an economic miracle? Based on what you have seen so far, would you have invested in Hong Kong in 1960? Why?

INTERNET: http://watnow.uwaterloo.ca/~amywong/culture.html

BRAZIL INTERNET: BRAZIL--TECHNOLOGY; INTERNET (COMPUTER NETWORK)

2. What factors have caused the tremendous growth of Internet

membership in Brazil? What barriers make access difficult? Group students to a) investigate the growth of the Worldwide Web, b) graph the data and c) look for patterns. What does the data suggest about the future of the Internet? What will this mean globally, including Brazil?

INTERNET: http://www.stat-usa.gov/bems/bemsbraz/bemsbraz.html

CULTURE WATCH: USA--EXHIBITIONS--PHOTOGRAPHY

3. Lead a discussion of what has been the focus of Carl Mydans' photographic work and ask students to tell which pieces they find most interesting. Challenge students to organize their own photo exhibition. Have groups follow these guidelines:
   a. Begin by selecting a theme for your exhibit. Then decide what qualities an "exhibit quality" photo has.
   b. Use that criteria to select among photos submitted by classmates those you wish to exhibit.
   c. Name the photos, state their significance on identifying cards and organize the photos into an exhibition.

   Afterward, have the class evaluate its exhibit by judging the broadness of the audience to which it appealed and the meaningfulness of the photos included. To what extent is a photographer an artist? Why?

INTERNET: http://www.southam.com/calgaryherald/photo/photolinks.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

backwater beleaguered indefensible solidarity colonialism telecommunications privatization audience poverty landscapes

CNN NEWSROOM & WORLDVIEW

Turner Learning

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********* ** ** NEWSROOM

Wednesday, June 25, 1997

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. Air Force releases a report debunking speculation that, 50 years ago, aliens crash landed in Roswell, New Mexico.	3:35	4:35
HEADLINES	EARTH SUMMIT, DAY 2: CASTRO, ANTI-CASTRO FORCES TRADE CRITICISMS...UKRAINE BLAMES FORMER USSR FOR CHERNOBYL	1:30	6:05
BIZ BRIEF	NIKE SHOE RECALL...NEW BARBIE DEBUTS...	1:15	7:20
BUSINESS DESK	Charity fundraising can skyrocket when a singing celebrity is pitching the tune.	2:10	9:30
LOOK AHEAD	Upcoming DESK segments...	:40	10:10
OUR WORLD	New college students obtain credit cards and, later on, learn an expensive lesson.	4:20	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:40	17:10
TOP OF THE WORLD	Vietnam's economic reforms have led to some homeless children in Hanoi.	4:15	21:25
WHO, WHAT WHERE	A recent ceremony celebrated the British navy's historical significance to Hong Kong.	2:35	24:00
CULTURE WATCH	Some New Age believers are getting in touch with the remains of ancient Egypt.	2:50	26:50
INSIDE EUROPE	Vending machines are selling short novels in France's Metro stations.	1:40	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:30	30:00

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* ATTENTION TEACHERS: This week's DESKs, including today's *
* BUSINESS DESK, can be found in the June 13 GUIDE. *
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TOP STORY: UFO

1. BEFORE VIEWING ask: What does "UFO" mean? How has the U.S. government attempted to explain the occurrences of Unidentified Flying Objects? WHILE VIEWING: Note the explanations given in the Air Force report for what some people believe happened near Roswell, NM. AFTER VIEWING ask: What, purportedly, did happened near Roswell, NM, 50 years ago? Draw a line down the middle of the chalkboard. For each question raised about the Roswell incident, note the government's response in one column and the UFO theorists' response in the other. Ask students: In your opinion, and based on the Air Force report, how successful will the government be in ending the speculation about Roswell? Explain.
2. Ask students the following questions and list their responses:
   a. If you believed you saw a UFO or other unusual phenomena, how would you want your government to respond?
   b. Do you think the U.S. has demonstrated a typical response by a government? On what do you base your answer?

   Then, challenge students to use media resources to gather data about how other countries' governments have responded to purported UFO sightings by their citizens.
   a. How much media attention have those who report sightings received?
   b. What has been the government's typical response?
   c. Has the government established a specific agency to investigate these sightings?

   Have students compile their findings. How would they compare the U.S. response to that of other countries? Individually or in groups, have students write a 1-2 paragraph proposal on handling citizens' claims regarding unusual sightings.

OUR WORLD: TEEN DEBT

3. Discuss the bank credit card practices outlined in the video report. Ask: Who do you think assumes the greater financial risk, credit card issuers or the college students? Explain.
4. Have students gather information about the fees associated with credit card use (interest, late charges, annual fees) and the typical ratio of "minimum payment due" to the interest charged. Then have them calculate the rate of pay down based on making minimum payments only. Ask students to pretend they are older students who could advise freshmen on credit card use. What advice would they give? Challenge student groups to create PSAs/poster campaigns about the pitfalls of credit card use.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Project MOGUL Unidentified Flying Object (UFO) Roswell, New Mexico declassification credit card debt credit rating line of credit

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******** ** ** NEWSROOM WORLDVIEW

June 25, 1997 (3)

HOMELESS: VIETNAM--ECONOMIC POLICY; VIETNAM--SOCIAL CONDITIONS

1. Why are many children moving to the cities to live among the homeless? How do they make a living in Hanoi and other Vietnam cities? Gather general data about the economic conditions in the past 10 years for the 5 major nations comprising Indochina:

Burma, Cambodia, Laos, Thailand and Vietnam.

a. Chart or graph your data it so that you can study it in order to draw comparative conclusions. What patterns do you see in the data? How does the growth and development of Vietnam compare with that of its neighbors?

b. Look closely at data concerning the number of people moving from the countryside and into major cities in these countries. What patterns do you see in that data? Is the situation in Vietnam unique or is it representative of the conditions experienced throughout the region?

c. Considering your data, why do you think the number of street children is increasing in Hanoi and Ho Chi Minh City?

d. From the patterns you have identified in the economic data, what do you predict for the future of the homeless in Vietnam's cities?

INTERNET: http://www.cgtd.com/global/directory/veconomy.htm
http://www.goodnet.com/~rbowley/vietnamstory.html

HONG KONG NAVY: HONG KONG--HISTORY

2. How has Britain's navy been a strong presence in Hong Kong? What lies ahead for the British navy in the Pacific? Have the class search resources in order to:

a. Construct a simple chronology showing the major events of Britain's presence in Hong Kong.

b. Indicate each event in which the British navy has played a major role beginning with the Opium Wars, 1839-1841.

Ask students to:

a. Characterize the role of the British navy in Hong Kong's history from the perspective of the British, Hong Kong people and the Chinese.

b. Use their characterizations and the data to write a commemorative poem appropriate for the occasion.

Share poems and discuss the differences in the three national perspectives. Which of them do students think would portray most accurately the true significance of Britain's navy there? Explain your answer.

INTERNET: http://boris.qub.ac.uk/edward/military/MilUK.html
http://www.royal-navy.mod.uk/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

street children child labor Union Jack infrastructure armadas

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Thursday, June 26, 1997

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	A collision causes the latest problem to challenge the MIR space station crew.	3:00	4:00
HEADLINES	NORTH KOREA AGREES TO TALK ABOUT PEACE...	:40	4:40
SCIENCE DESK	Computer technology enables the disabled to learn new job skills.	2:15	6:55
LOOK AHEAD	Upcoming SCIENCE DESKs...	:30	7:25
COUSTEAU REMEMBERED	Oceanographer and explorer Jacques Cousteau has died.	6:10	13:35
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	15:25
TOP OF THE WORLD	It was only during the 1980s that the realities of the handover hit Britain.	5:55	21:20
TESTING SCHOOLS	Testing is a way of life for students in Hong Kong.	4:45	26:05
LAOS GREEN LIFE	A conservationist known as the "Green Man" is responsible for preserving Laos' jungles.	3:05	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK — June 26, 1997 (2)

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* ATTENTION TEACHERS: This week's DESKs, including today's SCIENCE DESK, can be found in the June 13th GUIDE. *

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TOP STORY: MIR ACCIDENT

1. What happened aboard the MIR space station that has Russian and U.S. space officials concerned? Will the crew be returning to Earth as the result of this accident? What provisions are in place in case a sudden evacuation is necessary?
2. Group students. Have each group conduct research to learn more about other accidents that have occurred in humanity's attempt to explore space. What happened in each case? What were some of the reasons why the accident occurred? What precautions or changes were undertaken for future flights? Share findings and have students compare these events to this most recent event with MIR. In students' opinions, how serious an accident was it? Was there a potential for real disaster? Discuss.

JACQUES COUSTEAU REMEMBERED

3. Ask students to consider how they think the world should

remember this extraordinary individual. Then group students. Ask each group to brainstorm ideas, then create a sketch for a memorial to Jacques Cousteau. Have each group present its work and a) state where it would propose its memorial be located and b) explain the significance of the memorial's inscription or artwork. Allow groups to create small scale models of their memorial structures and display them around the classroom.

4. After viewing the second part of this segment, ask students to list the problems facing the "blue planet." Write these on the board in general terms (e.g., pollution, fish kills, recent oil spills).
   a. Have the class devise a simple symbol for each problem.
   b. Working in groups, have students research the major locations of some of these problems around the world.
   c. Secure a large world map. As a class, construct small flags with the appropriate number of symbols representing water problems; attach these to push pins.
   d. Post the map on the bulletin board and have students use the flags to indicate the areas of concern.
5. The title of the second part of this segment was "State of the Seas." Ask students to work in groups to compile similar written, audio or videotaped reports on any other "state of the environment" issue. Have each student group choose one area of concern such as national parks, rain forests, etc., and research, compile and present its report.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

module air pressure Jacques Cousteau wetlands "blue planet"

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******** ** ** NEWSROOM WORLDVIEW

June 26, 1997 (3)

HONG KONG PART VII: HONG KONG--HISTORY

1. What political maneuvers went into the making of the Joint Agreement on Hong Kong? Why were its people left in the dark during the negotiations? Have students gather information about the events, people and other factors that affected the growth and development of Hong Kong during the 1980s.
   a. What events led up to the 1984 agreement and what role did the people of Hong Kong play?
   b. In what ways was Britain's attitude toward the future of Hong Kong in 1984 typical of her attitude throughout the colonial period?
   c. How was the 1984 agreement received in Hong Kong?
   d. How did the relationship between Britain and Hong Kong change during the last 5 years of the 1980s?

INTERNET: http://home.hkstar.com/~hyytep/page6.html
http://www.info.gov.hk/isd/news/feb96/19transc.htm

TESTING SCHOOLS: HONG KONG--EDUCATION--TESTING

2. Why are the tests so important to students in Hong Kong? How do these tests relate to future employment opportunities? Ask students to find data on the percentage of high school students attending college in Hong Kong, Britain, the U.S. and other countries. Graph the data. Which countries have the most selective and least selective systems for college admissions? Why do you think some countries have more selective college admissions policies than others? Considering Hong Kong's situation, how well do you think the present system serves the political system and the economy? What changes might you recommend? Why?

INTERNET: http://www.iohk.com/UserPages/mlau/spiduniv.html

http://www.timeshigher.newsint.co.uk/INTERVIEW/INT/15Dec95/prc.html
LAOS GREEN LIFE: LAOS--NATURAL RESOURCES--REFORESTATION
3. Why is Herbert Bahler known as the "Green Man" in Laos? What are his plans for the reforestation of Laos? As a class, gather data about the practice of "slash and burn" farming and have students draw models showing the steps in the process and the effect that it has on the environment. What are the costs and benefits or this practice? Why do many farmers around the world use this method of farming? How sound is Bahler's solution to the problem? Explain.
INTERNET: http://www.gn.apc.org/LivingEarth/RainforestDBintro.html
----------WORLDVIEW: TODAY'S NEWS TERMS----------
modernization reformist business confidence concessions dogmatic diplomatic channels propaganda certification boarding schools

CNN NEWSROOM & WORLDVIEW — Turner Learning

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******  **   **   *                                  Friday, June 27, 1997
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*********   **   ** NEWSROOM
 **   TEACHERS:  INCLUDED IN THIS GUIDE IS THE "HEADS UP" GUIDE   **
                      FOR THE WEEK OF JULY 16.
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Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Internet users differ over Supreme Court ruling on free speech rights in cyberspace.	2:50	3:50
NETWORK	Transcripts of Justice's opinions...	:30	4:20
THIS WEEK	Tobacco industry, attorneys' agreement await U.S. government approval; Second "Earth Summit" meets; MIR crew may need spacewalk to repair station; U.S. Air Force debunks Roswell UFO claims.	2:00	6:20
EDITOR'S DESK	SCRABBLE champ scores 770; earns a place in THE GUINNESS BOOK OF WORLD RECORDS.	2:25	8:45
LOOK AHEAD	Summer with NEWSROOM and WorldView...	:25	9:10
ARTISTRY IN ACTION	How you dress your head can say a lot about who you are, especially in African cultures.	4:35	13:45
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:10	15:55
TOP OF THE WORLD	Many orphans of the Holocaust still wish to know who their parents were.	3:55	19:50
INSIDE ASIA HONG KONG	The 1984 Joint Agreement began the process of returning Hong Kong to China.	6:25	26:15
CULTURE WATCH	An Indian boy who starred in the movie "Little Buddha" has found his life changed.	2:30	28:45
CNN NEWSROOM WORLDVIEW	CLOSE	1:15	30:00

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ANCHOR DESK — June 27, 1997 (2)

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*    ATTENTION TEACHERS:  This week's DESKs, including today's           *
*  EDITOR'S DESK, can be found in the June 13th GUIDE.  DESK pages       *
*     are suspended for the summer, beginning Monday, June 30th.         *
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TOP STORY: INTERNET RULING

1. What reasoning did the Supreme Court use to strike down the Communications Decency Act of 1996? What does the ruling make "legal" regarding Internet use? What restrictions continue to apply?
2. Have students give examples of the "constitutionally protected

speech" intended by the framers of the U.S. Constitution. What speech is not protected? Why? In what ways has technology altered the definition of "speech"? List these on the board. Then, challenge students working in groups to use references and media resources to find an example of case law where the freedom of speech had to be redefined. Have the groups share their findings in class, and then challenge them to create scenarios involving freedom of speech that could arise from current or imagined new technology.

THIS WEEK

3. Two of the TOP STORIES covered this week on NEWSROOM could have far-reaching consequences: the agreement between the tobacco industry and the state attorneys, and concerns raised at the second "Earth Summit." Have each student choose one of those issues and write 1-2 paragraph editorial statement, or draw an editorial cartoon, such as might be seen/heard in the media 10 years from now about the issues raised in the story.

ARTISTRY IN ACTION: AFRICAN HEADDRESSES

4. According to the video report, what "messages" can a person's headdress convey within different African ethnic groups? In what ways in your own culture do people send signals to others through "body art"? Have students search the media center for examples of clothing, body paint/tattoos, jewelry, etc., that are used in any culture to indicate social status. Students must explain what each example means in that culture.

EXTENSION: Have each student design a headdress that he/she feels denotes his/her current life "status."

5. Lead a class discussion of the clothing, jewelry, etc., that your students wear now that signals a specific identity or interest, or makes a specific statement. Later, have students talk to students in other classes about the "meaning" of their attire or other "body art" and share these in class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Internet Communications Decency Act cyberspace civil liberties
American Library Association Sandra Day O'Connor Yoruba Koran

***** ** ** * June 27, 1997 (3)
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******** ** ** NEWSROOM WORLDVIEW

TOP OF WORLD: WORLD WAR II, 1939-1945--HOLOCAUST; ISRAEL--HOLOCAUST SURVIVORS

1. How did children become separated from their parents during the Holocaust? How is Israeli television trying to reunite some of these orphans with their families? Have students:
   a. Search for information about the Jewish survivors of the Holocaust.
   b. Use the data to create a picture, poem or story with images that depicts what their lives may have been like after the Holocaust was over.

   If many students are participating, individuals or groups might focus on survivors in a specific country or under specific conditions. When finished, have students share their images and then use them to develop characters representing specific fictional survivors. Role playing these fictional characters, students should discuss their thoughts and feelings about the past and their concerns about the future.
   a. How does one handle the loss of one's home and family?
   b. How might they have managed to continue with their lives?

   For deeper understanding, invite an actual Holocaust survivor or someone who was related to or familiar with a survivor to

speak to the class about circumstances of Holocaust survivors.
INTERNET: http://www.jewsforjudaism.org/library.html
http://www.igc.org/ddickerson/survivors.html
HONG KONG PART VIII: HONG KONG--HISTORY; HONG KONG--POLITICS
2. How did the people of Hong Kong react initially to the news of the handover? Have students add information about the history of Hong Kong since 1940 to the class chronology and then identify the persons who have played an influential role during this period. Include specific individuals and more generic persons, such as a British business person, Chinese refugee or a Hong Kong civil servant. Have students
a. role play these in a roundtable discussion;
b. evaluate the effects of the last 50 years of British colonialism on Hong Kong; and,
c. make predictions about Hong Kong's future.
Ask students: Which characters have similar views about Hong Kong? Why might this be the case? Who views the British colonial period most negatively? How do you think this period will be taught in Hong Kong's schools in the future? Why?
INTERNET: http://www.ccs.neu.edu/home/acsm/hongkong/content.html
http://www.sccs.swarthmore.edu/~dansac/bio/china/hongknog.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Warsaw Ghetto	democratic demonstration	refuge	legacy
belief system	Tiananmen Square	benefactor	ingenuity

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******** ** ** NEWSROOM: "HEADS-UP" GUIDE
*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of July 14, 1997**
June 27, 1997 (4)

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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MONDAY, JULY 14, 1997: ENVIRONMENT DESK: Falcon Unprotected
The U.S. Fish and Wildlife Service wants to take the Peregrine Falcon off the Endangered Species List, since the species is making a strong comeback; however, some people oppose the action.
CURRICULUM CONNECTIONS: Biology; earth science
TUESDAY, JULY 15, 1997: INTERNATIONAL DESK: Egypt School Reform
In the interest of creating a better educated workforce, Egypt is launching a complete overhaul of its previously Islamic education system. But the reform movement is not without its critics.
CURRICULUM CONNECTIONS: World Cultures, World History, Business
WEDNESDAY, JULY 16, 1997: BUSINESS DESK: Caddie Conversation
They have to be "on the ball" and keep their golfers in the swing of things. They are caddies, the golfers' assistants who offer advice on the links and often earn good money in the process.
CURRICULUM CONNECTIONS: Business, Physical Education
THURSDAY, JULY 17, 1997: SCIENCE DESK: Bee Treatment
To bee or not to bee? That is now a medical question. Thousands of M-S victims are using bee venom as an alternative approach to conventional drugs.
CURRICULUM CONNECTIONS: Biology, Health
FRIDAY, JULY 18, 1997: EDITOR'S DESK: Spreading the Blues
Blues singer Shirley King is using her talents to reintroduce her kind of music to audiences she hopes will carry on its message.
CURRICULUM CONNECTIONS: Fine Arts

NEXT FRIDAY: A "Heads Up" for DESK segments for the week of July 21. **NOTE: "Heads Up" Guides will always be written for DESK segments three weeks in advance.

CNN NEWSROOM & WORLDVIEW — Turner Learning

Monday, June 30, 1997

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*** THIS IS A SPECIAL EDITION OF NEWSROOM & WORLDVIEW ***

HONG KONG HANDOVER '97

FOR DISCUSSION / ACTIVITIES

1. What kind of transition is about to occur in Hong Kong? In what way has it been taking place over the past several years? How would you describe the current relationship between China and Hong Kong? Explain.
2. Who is Tung Chee-Hwa? Have students examine the locus of Hong Kong's traditional power base in order to explain why China would choose a "shipping magnate" as its Chief Executive-Designate. Then, have them search media resources for the last 6 months to find information about (a) Tung's background and (b) the responses made to his appointment. On the basis of their findings, have students respond to Tung's statement made in the video report that "Finally, we are the masters of our own house."
3. According to the video report, in what ways did the Opium Wars "shape Hong Kong's future"? Lead a discussion of the typical roles played by colonies and colonizers and have students support their responses with historical examples. How has Hong Kong's "success" as a colony made reunification with China problematic? In what ways might people in Hong Kong view reunification as a positive event?
4. Working in small groups, have students research the major differences between economic socialism and capitalism and share their findings. Ask: From an economic perspective, what is so unique about this handover of Hong Kong to China? Discuss the economic issues that could spell either success or disaster for this " unprecedented experiment."
5. Describe concerns many in Hong Kong and the international community have raised about the handover. In particular, what concerns have democracy advocates raised? Why? Using the Internet and other resources, have students note statements that China, and Tung Chee-Hwa since his appointment, have made on civil liberties. Ask students: What "message" might China's troop deployment to Hong Kong have sent to the people of Hong Kong? Have students monitor the media to note for the next few weeks how the people of Hong Kong have responded to the handover.

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